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ABSTRACT

This package is designed to assist teachers in the implementation of the "ESL Lesson Guide," which has been incorporated into this document. The package provides ideas for activities that teachers can incorporate into ESL lessons, with a minimum of preparation time and effort. Materials and supplies required are basically those which teachers have available in their classrooms or to which they would have ready access. Each of the 28 steps is to be conducted in the direct method. Each step introduces a different topic and suggests vocabulary words appropriate to the topic. Suggestions for teaching the vocabulary items are included. Five activities for each of three educational levels--primary (K-3), intermediate (4-6), and secondary (7-12)--are provided. Materials needed to carry out these suggested activities are also explained. Patterns for the dittos suggested throughout the package are located in the appendix. (JK)

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ENGLISH AS A SECOND LANGUAGE
ACTIVITIES PACKAGE

by

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Southwestern Idaho Migrant Education Resource Center

TABLE OF CONTENTS

Introduction i

Step 1 1

Step 2 2

Step 3 4

Step 4 5

Step 5 6

Step 6 8

Step 7 9

Step 8 11

Step 9 12

Step 10 14

Step 11 15

Step 12 17

Step 13 18

Step 14 20

Step 15 21

Step 16 24

Step 17 26

Step 18 28

Step 19 30

Step 20 32

Step 21 34

Step 22 36

INTRODUCTION

The "English as a Second Language Activities Package" was designed to assist teachers in the implementation of the "ESL Lesson Guide," which had been disseminated previously in conjunction with the workshops, "Techniques for Teaching English as a Second Language" and "Sprechen Sie 'English?'". The package will be most helpful to teachers who have participated in the workshop(s).

The activities package provides some <u>simple</u> ideas for activities that teachers can incorporate into their ESL lessons, with a minimum of effort. Materials and supplies required for the activities are basically those which teachers have available in their classrooms or to which they would have ready access. Every effort has been made to include activities that require a <u>minimum</u> of preparation time. It is hoped that the activities suggested--which have been accumulated from various sources--might trigger additional ideas in the minds of the teachers reading or using those suggestions.

The method demonstrated during the inservice should be followed throughout the twenty-eight steps. The new vocabulary should be drilled at the beginning of each step, using props, pictures or gestures before additional activities are attempted.

By way of review, brief instructions for utilization of the method follow:

First introduce the item. Say it several times, then have the student repeat, e.g.,

teacher: book
book
book

student: book

Then, teacher: It's a book.
It's a book.
It's a book.

student: It's a book.

Repeat several times.

Teach at least <u>three</u> items, then hold up (or point to) the book and ask:

teacher: Is it a pen?
student: No.
teacher: Is it a pencil?
student: No.
teacher: <u>What</u> is it?
student: It's a book.

Use the same procedure with additional vocabulary. For example:

teacher: Is it on the table?
student: No.
teacher: Is it on the chair?
student: No.
teacher: Where is it?
student: It's on the desk.

Continually reinforce the student for correct responses; should he answer incorrectly, merely provide the correct responses and have him repeat. Do not translate for him; maintain a rapid pace.

For placement, ask the student a few questions from each step, in order to determine with which step to begin. Not all students will need to begin at Step #1; some may know the present progressive, but not the present tense, etc.

Specific techniques for the use of the direct method--an oral-aural approach--follow:

1. Care about the student; expect him/her to learn. Give the student confidence; promote his/her self-esteem, and the student will learn.
2. Get the student's attention--involve his/her family, interests, likes, dislikes, hobbies, etc. in the lesson (e.g., stories involving the student(s) in your class, for listening comprehension).
3. Maintain a positive attitude; be enthusiastic. Reward the student verbally, immediately, and often for correct responses. Avoid negative comments when the student's responses are incorrect--merely correct him/her and continue.
4. Teach relevant material; "the more meaningful (and personal) the material, the more likely it is to be learned and retained."
5. Teach something new each lesson. Learning something new each time is psychologically stimulating.
6. Daily instruction of English as a Second Language is important; teaching fifteen minutes of English a day every day is more valuable than teaching for half an hour or forty-five minutes two or three days a week.
7. Vary the length of the sessions and the difficulty of material, depending upon the age and level of competence of the student.
8. Don't give grammatical explanations or teach grammatical terminology. Don't teach grammar, except in context. Forget about teaching rules.
9. Don't translate; your aim is for the student to be able to think in English--translation just slows him/her down. Help him/her to understand the intent through pictures, props, gestures, actions, etc.

10. Incorporate as many different senses into the drills as possible: auditory, visual, motor, tactile, taste, smell. (80 percent of all human learning is visual.)
11. Teach correct but informal or colloquial English.
12. Develop a system of hand signals or gestures for such commands as, "Listen," "Repeat," etc.
13. Teach at a rapid pace, drills must be intensive. Don't give the student a chance to lapse into thinking in his/her native language.
14. Always be sure to provide the answer before asking the question, and make the meaning of the question obvious. Be sure to have the student practice asking questions as well as answering them.
15. Lead the student into new vocabulary based on vocabulary he's/she's already learned.
16. Maintain the same pattern throughout a drill. Don't switch midstream.
17. Drills should involve some conscious choices; such drills are much more effective than just mere repetition.
18. Repeat as often as necessary and be patient; not all students learn at the same pace.
19. Keep utterances limited to twelve syllables (eight to ten is ideal) so that drills won't lag. The student should be providing more utterances than the teacher.
20. Drills should not be interrupted to answer questions; teachers can have a question-answer period at the end of each lesson, if desired.
21. Call on each student several times per period; the smaller the group, the more chances each student has to use English. (A group of one to four is ideal.)
22. Provide the answer for the student if he "fumbles;" don't let him struggle.
23. Never continue with a flop lesson. Have a back-up plan ready.
24. Avoid using the student's native language during the period in which the English drills are practiced. Even if used to praise the student, it encourages him/her to "think" in the native language instead of English.
25. Practice, reinforce, repeat, review!

The teacher may also be interested in referring to Teaching Foreign Languages, by Frank M. Grittner, Harper and Row, 1969. Many of the points listed above are very similar to techniques utilized by that author in what he referes to as the "American Method." The quotation in item number four was taken from that text; number seventeen is a paraphrase from the same text.

Locating appropriate "flash" cards, picture cards and/or magazine pictures for a master file prior to beginning the ESL class(es) is recommended. Also, before beginning any of the activities listed for a specific level, it is advised that the instructor read through all of the activities. Even though the required materials are included in Section D of each step, reading through the entire list will prepare the teacher for the activities. Furthermore, some of the suggestions for one level may be appropriate and adaptable for another.

The format for each step follows:

Title

A. Examples

B. General Considerations

C. Activities

1. Primary
2. Intermediate
3. Secondary

C. Materials

The title of each step refers to the topic addressed. Section A includes some examples of vocabulary to be taught. The instructor will probably want to add some of his/her own vocabulary words to those suggested. Section B of each step includes a comment or pertinent suggestion regarding the particular subject addressed. Section C lists five activities for each level, Primary (K-3), Intermediate (4-6), and Secondary (7-12). The special materials required are listed in Section D in order of their appearance in Section C. The instructor may scan Section D for an idea regarding the materials needed, but should read the activity description in Section C for details.

Patterns for the dittos suggested throughout the activities package are located in the appendix.

Teaching a language is exciting and rewarding. There is room for flexibility and creativity. Have fun developing you own style, as you utilize the activities listed in this booklet!

Step 1: Classroom Terminology

A. Examples:

table	notebook	ceiling
desk	teacher	box
chair	student	cup
pencil	door	ruler
book	window	scissors
pen	wall	clock
paper	floor	waste basket

B. General Considerations: Teach classroom vocabulary, three or four words at a time, along with vocabulary from Steps 2, 3, and 4, e.g., colors, adjectives and prepositions. Teach the items with the verb to be.

C. Activities:

1. Primary

   a. Use the actual articles in the classroom, to prevent misunderstanding.

   b. Use appropriate pieces of toy furniture, so that students are able to handle the items, and for motivation.

   c. Have students take turns pulling pieces of toy furniture or laminated pictures of furniture (re 1e.) from a covered box and verbally identifying them, i.e., "It's a chair," etc.

   d. Students might each verbally identify appropriate items from a ditto sheet and then color them for Step 2.

   e. Students might cut appropriate items out of magazines or from ditto sheets and identify them verbally. These might be pasted on tag or poster board by the students and used in lieu of toy furniture for 1b and 1c.

2. Intermediate

   a. Use actual articles or magazine pictures to teach the items.

   b. Have students take turns "being the teacher," and asking other students, "What is it?"

   c. Have students start vocabulary notebooks, in which they draw or paste appropriate pictures for each lesson. These are useful for review. (Students could identify the articles in writing after they have begun to write.)

   d. Students might assemble bingo cards with small pictures from ditto sheets pasted on tag board and then play "Bingo." They might take turns calling the items from another ditto sheet.

   e. Students might assist teacher in assembling a "Concentration" game with medium-sized pictures from ditto sheet and then play "Concentration," if students already know their numbers.

3. Secondary

a. The teacher might try some of the Intermediate Level activities, especially 2c, d, and e.

b. After the question, "What is it?" has been learned, students might ask the teacher re items in the classroom that they have not yet learned.

c. Students might each create a vocabulary file instead of a notebook or they might cooperate to create one file for the entire class.

d. Have a "Scavanger Hunt;" ask students to bring you five or six items, e.g., an eraser, a pen, a cup, a box, paper and a ruler. The students will have to remember what you said (you might repeat the list once, slowly) and be able to identify the items. The first student to locate all the items "wins."

e. Show the students, one at a time, for five or ten seconds, a box with 10-12 items in it. Then have the one who believes he can remember all the items raise his hand and attempt to name them. If he can, he "wins," if he cannot, a second student tried, etc.

D. Materials

1b and c Toy furniture

1d and e Ditto sheet with pictures of articles listed in A or old magazines

2d and 3a Ditto sheet with smaller pictures and "Bingo" pattern

2d and 3a Ditto sheet with medium sized pictures and tag board for "Concentration" game

3e A cardboard box and appropriate items

Step 2: Colors

A. Examples:

black	brown
white	green
red	purple
blue	orange
yellow	pink

B. General Considerations: Teach colors with the items introduced in Step 1. Introduce additional items from Step 1 as you teach the colors. Involve Steps 3 and 4, also.

C. Activities:

1. Primary

a. As described in Step 1-C1d, student might color pictures of classroom terminology from a ditto sheet, and then tell the teacher and/or the class what color the items are.

b. Students might color laminated drawings of items with colored pens (so that the color could be erased and the items reused) and then tell the teacher and/or the class what color the items are. The same ditto sheet could be used as in A.

c. Have small sheets of colored construction paper on a ring, so that students can tell the teacher and/or the class what the colors are. This would also be useful for review.

d. Students might point out examples of different colors in the classroom and say, "It's red," "It's blue," etc. without necessarily naming the object, if it's one they haven't learned.

e. Students could review all of the vocabulary in Step 1 by naming the object and its color.

2. Intermediate

a. Have students help make bingo cards with pieces of construction paper for colors and then play "Bingo."

b. Play "Concentration" using cards with colored classroom items, e.g., a blue chair, a red pencil, a yellow table, etc, using the same "Concentration" game assembled for Step 1.

c. Play "Bingo" with pictures of colored items as in 2b above. Five different items of the same color in a row would make a bingo. (The teacher could use the same ditto sheets as for Step 1.)

d. Have the students tell you the colors of the objects in their notebooks.

e. Give each student a magazine or book with pictures and say, "Find something red." The first student to find something red would raise his hand and then show the teacher. If he knew the name of the object, he could say, "It's a red table," etc.

3. Secondary

a. The teacher might try some of the activities listed for the Intermediate Level, especially 2b, c, and d.

b. Teach colors in conjunction with other adjectives so that you can ask the students such questions as, "Which pencil is long?" ("The blue pencil is long?"), "Which table is small?" ("The red table is smaller."), etc.

c. Teach colors in conjunction with prepositions so that when you ask, "Where is the green book?" the student must answer, "The green book is under the yellow table."

d. Students might bring in sets of carpet samples, fabric samples, etc. for the colors learned. Let them be creative.

e. Student might create collages of colors, using magazine pictures, or actual objects of different colors, and then describe the collages in terms of colors.

D. Materials

1a, b, and 2b, c the ditto sheet from Step 1c and d

1c Colored construction paper and metal rings

2a Bingo pattern from Step 1c, 2d

2e Magazines

3e Magazines

Step 3: Common Adjectives

A. Examples:

big and/or large	full	hard
little and/or small	empty	
long	half-full	
short	soft	
thick	hot	
thin	cold	

B. General Considerations: Use classroom items as examples. Introduce additional items from Step 1. Teach in conjunction with Steps 2 and 4.

C. Activities

1. Primary

a. Have students do a simplified "Show and Tell," e.g., "It's a book." "It's blue and white." "It's big." "It's thick." "It's on the desk."

b. Have students color pairs of items from a ditto (one long, one short; one big, one little, etc.) different colors, and then say, "The big chair is red, the little chair is blue," etc.

c. Game; one student chooses an item and begins to describe it. The other students try to guess what the first student is describing.

d. Using the same ditto as described in b., the teacher could give the commands, e.g., "Color the long pencil orange; color the short pencil blue," etc.

e. In conjunction with the prepositions (Step 4), the teacher could give commands, such as "Put the short pencil under the big chair," etc. to one student at a time, until each "missed."

2. Intermediate

a. Play "Simon Says," using the ditto described in 1b.

b. Have students work in pairs with the same ditto, each taking turns giving the other an order, e.g., "Color the long table purple," etc.

c. Have students cut shapes of objects from colored construction paper, using the ditto as a pattern and then on another sheet of construction paper have them "compose" a collage, as the teacher says, "Paste the small chair behind the big door, paste the long pen under the big chair," etc.

d. After finishing the exercise in c, have students take turns describing the collages to you (as a way of correcting them). Each student could give a sentence at a time.

e. Game; have students take turns being "it;" have them select an item in the room and begin describing it until someone guesses what it is, then that student is "it." Accentuate the use of adjectives learned.

3. Secondary

a. Students could describe items in a magazine picture, or in the classroom, or in their notebooks, using adjectives learned, plus location (on, in, etc.).

b. Game; give students an adjective such as "big," and have them name something that fits the description, using a complete sentence. They could use items in the classroom or other items that come to mind.

c. Students might draw magazine pictures (which have been cut out and laminated) from a hat and then describe them.

d. Have a "Scavenger Hunt." Name five or six classroom objects, and determine which student can locate them first, e.g., "a thin blue book, a short red pencil, a big brown box," etc.

e. The teacher might try some of the Intermediate activities, especially 2e.

D. Materials

1b and d, 2a and b ditto described in 1b

2c Same ditto plus colored construction paper, scissors, paste or glue

3a Magazines

3c Laminated cut-outs from magazines, or cut-outs pasted on tag board

Step 4: Common Prepositions

A. Examples: on, in, under, in front of, behind, beside.

B. General Considerations: Teach in conjunction with Steps 1, 2, and 3.

C. Activities:

1. Primary

a. Say, "Find the red pen," etc., have the student(s) look for the item and then tell where it is when it's been found. (The teacher has placed colored pens, pencils, etc. around the room in advance.)

b. Students might take turns hiding an item, and then the others look for it. The student who finds it says where it is (e.g., "The red pen is under the blue table.") If he is correct, he can take a turn hiding it.

c. The teacher might tell a student, "Put the yellow pencil under the big desk; put the red book behind the door; put the pink pen in front of the blackboard," etc. until the student "misses." Then another student would take a turn receiving the commands.

d. Place items in illogical locations to keep student's attention, and ask where the items are (e.g., a chair on the desk, etc.)

e. "Simon Says."

2. Intermediate

a. Give the students each a ditto sheet with several items pictured, and then say, "Color the book under the table blue, color the book on the chair yellow," etc.

b. To correct their work (2a) have the students tell you, "The blue book is under the table, the yellow book is on the chair," etc. by turns after they have finished.

c. Have the students tell you where items in the classroom are. Ask about particular items, or let them choose items, or have them ask each other.

d. Have the students take turns placing items on, in, under, behind, beside, in front of other items, asking you and/or other students where the items are.

e. Another exercise with the ditto (2a) would be to ask students such questions as, "Is the blue book under the table or on the chair?" "Is the red pencil behind the door or in front of the door?" etc.

3. Secondary

a. The teacher might try some of the activities listed for the Intermediate Level, especially 2c, d, and e.

b. Show an appropriate filmstrip or set of slides without the cassette tape, and have the students describe each frame individually or as a group, with emphasis on prepositions.

c. Give a student a preposition such as "on," and have him provide a sentence describing an actual situation in the class, e.g., "The blue book is on the table."

d. Ask the students about the school and school grounds. This might necessitate teaching some new vocabulary, e.g., "Is the football field behind the school or beside the school?" "Where is the flag pole?" etc.

e. Have the students locate appropriate magazine photographs or pictures and describe them emphasizing prepositions.

D. Materials

2a, b, and e Ditto sheet

3b A filmstrip, or set of slides

3e Magazines

Step 5: Alphabet and Numbers

A. Examples: The alphabet and numbers, three to four letters and numbers at a time.

B. General Considerations: Teach in conjunction with the steps already taught, as a review of those steps.

C. Activities:

1. Primary

a. The teacher might introduce letters in different colors. Students would say, "The a is red, the b is green, the c is blue," etc. The same exercise could be used with numbers.

b. Assign each student a letter or number. These could be written on butcher paper and taped to the students' chests with masking tape. Then the students would be asked to align themselves in order.

c. Students could practice printing the letters and numbers.

d. Have the students read back the numbers and/or letters they have written.

e. Use felt or cloth letters (or letters cut from construction paper) and/or numbers. Place them around the room (students might even help you), and ask student, "Where's the letter a?" Students, one at a time, would answer, "The a is under the blue chair," etc.

2. Intermediate

a. Play "Concentration" with letters.

b. Play "Bingo" with letters or standard "Bingo."

c. Students might practice writing letters in cursive, and practice writing numbers and then reading them to each other (in pairs) or to the teacher.

d. Teach, "What's your name?" "My name is John," and "How do you spell your name?" "Write your name." Then ask, "What's the first letter of your name?" "What's the last letter of your name and what letter is between o and n?" "What's your first name?" "What's your last name?" etc.

e. Give the students ditto sheets with random letters and numbers, (Each student has the same sheet.) Ask, "how many a's are on this page?" "How many z's," etc. The first student who is correct "wins" that round.

3. Secondary

a. The teacher might try the activities listed for the Intermediate Level.

b. The teacher might write some of the words the students have already learned on the board, and then ask, "How many t's are in this word?" "How many e's are in this word?" "What's the first letter of this word?" What's the last letter of this word?" etc.

c. Have the students work in pairs, reciting the alphabet and/or counting to each other.

d. Have the students, as a group, try to think of words which begin with each letter of the alphabet. (By this time, they probably know how to spell many words, including brand names of grocery store items, items they've seen advertised on television, etc.)

e. For their notebooks, or a separate exercise, students might draw or locate pictures of items beginning with each letter of the alphabet and paste or tape them beside the appropriate letter.

D. Materials

1a and e Colored letters, perhaps cut from construction paper or cloth

1b Butcher paper, masking tape

2a The "Concentration" game

2b "Bingo" pattern

2e Ditto sheets

3e Magazines, paste or tape

Step 6: Nationalities

A. Examples:

Vietnames	Rumanian
Laotian (or Lao)	German
Chinese	Russian
Mexican	English
French	Spanish
Arab	Cuban
American	Haitian

B. General Considerations: Teach with the verb to be, and use well known personalities as examples, e.g., King Juan Carlos in Spanish, Breshnev is Russian, Margaret Thatcher is English, etc., or use examples of students in the class, is appropriate.

C. Activities:

1. Primary

Omit this Step; the concept is difficult for primary children to grasp.

2. Intermediate

a. Use a globe or wall map; this is a good opportunity to teach names of countries along with nationalities, e.g., "Breshnev is Russian; he is from Russia."

b. The teacher might have the students each draw a world map, practice saying the names of the countries and label the maps.

c. The teacher and/or students might cut out shapes of countries, put them in a hat or box, have students take turns drawing from the hat and then naming the country drawn,e.g., "It's Germany, It's the United States, etc."

d. A variation of 2c would include asking the student, "Who's from Germany?" or "Who's from the United States?" and having the student who drew and named the country answer the question.

e. Students might volunteer names of well known personalities of different nationalities. They might ask other students in the class, "What nationality is Nadia Comenenchi?" for example.

3. Secondary

a. The teacher might use some of the Intermediate activities, especially 2a, b, d, and e.

b. Have each student draw and label a world map for his notebook.

c. Using a blank world map, from a ditto perhaps, students might take turns asking each other, "What country is this?"

d. Should the ESL students represent two or more different countries, they might teach each other a simple greeting(s) in their native languages, and then say, "'Hola' is 'hello' in Spanish," etc.

e. Teach continents, also, e.g., "Spain and France are European nations. Mexico and the United States are American nations," etc.

D. Materials

2a Globe or world map

2c,d and 3c Ditto of world map

3e Globe or world map would be helpful

Step 7: Family Relationships

A. Examples:

father	aunt
mother	uncle
son	grandfather
daughter	grandmother
brother	cousin
sister	nephew
children	niece

etc.

B. General Considerations: Teach this terminology with personal pronouns (I, he, she, we, they, you). You might also introduce man, woman, boy, girl in this Step.

C. Activities:

1. Primary

a. Teach only basic family members, i.e., mother, father, brother, sister, children, grandmother, grandfather, depending upon ages and grade levels of students.

b. If possible, use actual names of relatives, or at least some of the relatives, depending upon the size of the class.

c. Have students draw a picture or pictures of the relatives named in 1a and identify them verbally, i.e., "That's my father," or "Miguel is my brother," etc.

d. Have students color a ditto of a family, and then tell the teacher and/or the class about the picture.

e. Students might find a photograph of a family in a magazine and describe it to the teacher and/or other students.

2. Intermediate

a. Use a diagram of a family tree, possibly your own, to teach the vocabulary.

b. Have each student draw his own family tree and name each person. Have him tell you who his relatives are. You might ask, "What's your grandmother's name? "What's your father's name?" "What's your brother's name?" etc.

c. Have the class be a make-believe family, playing the roles of various members of a make-believe family tree. Then have each tell how the others are related to him.

d. Refer to T.V. programs about families and ask, "Who is _____'s brother? son? grandfather?" etc. ("The Waltons," "The Partridge Family," "The Brady Bunch" reruns and "Little House on the Prairie" are some examples.)

e Have the students create a fictitious family and draw the family tree. This exercise will allow them to be creative. Then, not only might they tell you who is related to whom, but also a bit about each one.

3. Secondary

a. Refer to all of the Intermediate activities.

b. Have the students act out a skit about a family. The teacher might either provide the skit, or have the students create one. (The teacher may have to provide some additional vocabulary for this exercise.)

c. Students might describe a well-known family, either historical or contemporary, e.g., The First Family, The Carters, the principal of the school and his family, etc.

d. The student might chose a well known personality or character in a T.V. series and say, for example, "I am Jimmy Carter. Who is my brother?" The other students who knew the correct answer would raise their hands. The teacher would determine which student raised his hand first, and call on that student to answer. The student would respond, "Your brother is Billy (Carter)." Then the first student would ask another question, e.g., "Who is my daughter?","Who is my mother?", "Who is my wife?", etc., until he/she could no longer think of questions. Each student answering correctly would receive 1 point,if the teacher wanted to make a game of the exercise.

e. Students might do an exercise similar to 2e, but locate comical photos of persons (from magazines) to use for the members of the family tree. Students could invent names, or choose names, for the different members.

D. Materials

1d A ditto of a family

1e Magazines

2a A diagram of a family tree

3b A skit about a family

3e Magazines

Step 8: Present Progressive

A. Examples:

closing	putting	sitting
opening	going	standing up
reading	coming	sitting down
writing	speaking	learning
taking	standing	teaching

B. General Considerations: Teach the present progressive verb tense in conjunction with classroom terminology already taught; the teacher must continually review previous material. Teach the tense with contractions, e.g., I'm, you're, he's, she's, we're, they're.

C. Activities:

1. Primary

a. Have students put their books under their desks, for example, and ask, "What are you doing?" Ask students individually. The student replies, "I'm putting the book under the desk." Ask about other members of the class; "What's Mary doing?" "She's putting the book under the desk." (Model the action, and say the statement for the students before beginning to ask them.)

b. Have the students tell you what you're doing, as you go through various motions, e.g., opening the book, closing the door, reading the book, speaking English, etc.

c. Ask students to describe magazine photographs which you have selected to reflect verbs that they are learning.

d. Play a simplified version of "Charades."

e. If you have pictures around the room of children doing helpful tasks, teach appropriate vocabulary.

2. Intermediate

a. Try some of the activities from the Primary Level, especially 1a, b, c, and d.

b. Use a film strip or video or film without the audio track, and ask them, "What's she doing?", What's he doing?", "What are they doing?", etc.

c. Use magazine pictures, flash cards, and/or drawings to teach additional vocabulary in the present progressive tense.

d. Play "Simon Says," and then ask the students what they're doing, as they carry out the commands (or ask them what other students are doing).

e. Have the students, as a group, sequence a set of slides or pictures and describe the actions.

3. Secondary

a. Try some of the Intermediate Level actions, especially 2b, c, d, and e.

b. Play "Gossip;" students sit in a circle. The student who is "it" whispers a sentence (in the present progressive tense, in this case) to the student next to him, who whispers it to the next, and so on until it "gets back" to the student who started it. That student repeats aloud what he has heard and then repeats his original sentence.

c. Tell a "Circle Story," aloud. One student starts a story with one sentence (in the present progressive tense, in this case), the next student adds a sentence, etc. until every student has had one (or two) turns.

d. The teacher might white out the words on several different comic strips and have the students--individually--supply the lines, in the present progressive tense.

e. A variation of d would be to cut the strips into individual frames, have the students sequence the frames and describe the actions. Each student would have a different set.

D. Materials

1c and 2c Selected magazine photos or pictures

2b A film strip or video or film

2e A set of slides or pictures

3d and e Comic strips

Step 9: Clothing

A. Examples:

shirt	dress	hat
slacks	skirt	gloves
tie	shoes	coat
jacket	socks	scarf
sweater	stockings	suit
blouse	vest	

B. General Considerations: Teach the possessive pronouns with this Step (your, his, her, my, their, our) and the interrogative whose? Introduce the verbs wearing, putting on, taking off.

C. Activities:

1. Primary

   a. Teach the new vocabulary with actual articles of clothing.

   b. Have students play "dress-up" with old clothing (adult clothing) and tell you what they and other students are wearing.

   c. Students might also dress dolls, if available, for reinforcement of verbs: wearing, putting on, taking off.

   d. Have students color and cut out paper dolls from a ditto sheet and tell you what the paper dolls are wearing. They might also practice the possessive pronouns and review the colors.

   e. The teacher might wear a variety of kinds of clothing and ask students, "What am I wearing?" every other day, to continually review articles of clothing (some students are embarrassed to have their own clothing brought to attention).

2. Intermediate

   a. The teacher may want to try some or all of the Primary Level activities.

   b. Students might take turns telling you what they're wearing and/or what you're wearing.

   c. Review colors and other adjectives with students as they learn articles of clothing, e.g., "He's wearing a long, blue tie," "She's wearing a short, green skirt," or "Her skirt is short and green," "He's putting on a big, purple coat," etc.

   d. The teacher might make a game of such questions as "Whose shirt is red and white?" or "Who's wearing blue shoes?" etc.

   e. The students might take turns asking each other such questions as suggested in 2d.

3. Secondary

   a. The teacher may want to consider all of the activities listed for the Intermediate Level.

   b. Students might describe models in magazine pictures, e.g., he's wearing a suit, socks and shoes.

   c. The teacher may want to teach some additional vocabulary related to clothing, such as striped, polkadots, plaid, checkered, etc.

   d. After the students have learned the vocabulary, the teacher might list four items, verbally; one would not be an article of clothing. The students have to indicate which item of the four doesn't belong. The teacher might make a game of this exercise; the first student to recognize the misplaced article would receive a point.

   e. Another game; the teacher could ask such questions as, "How many students in the class are wearing shoes?, how many students are wearing sweaters? how many blouses are there in class?" etc. (The teacher might tally the scores on the blackboard and then afterward, to review numbers, ask, "How many points does Jaime have?" etc.)

D. Materials:

1b Old clothing.

1c Dolls and doll clothing.

1d Ditto of paper doll and clothing.

3b Magazines.

Step 10: Senses

A. Examples: see, look (at), watch
taste
smell
hear, listen to
touch, feel

B. General Considerations: Teach these verbs in the simple present tense. Teach some fruits and/or vegetables and additional vocabulary with this Step to clarify meaning.

C. Activities:

1. Primary

a. Locate some magazine pictures (or flash cards) of fruits and/or vegetables. Bring some samples to class to coincide with the pictures. Use the magazine pictures to teach the vocabulary, e.g., "It's a watermelon," and "I see the watermelon." Use the samples to teach, "I'm touching the watermelon." "The watermelon feels cold." "I'm smelling the watermelon." "The watermelon smells sweet." "I'm tasting the watermelon." "The watermelon tastes delicious." Demonstrate several times for the students. Have them describe their own actions as they perform them. Use samples of different fruits and/or vegetables.

b. For hear, the teacher might use record(s) of train whistles and other sounds. Play the record. Say, "Listen. Do you hear the train?" etc. Also, "Are you listening to me (or to the teacher)?"

c. To teach watch, the best example is probably television. "Do you watch "Little House on the Prairie?" "Do you watch "Sesame Street?" etc.

d. The students might color ditto sheets of fruits and/or vegetables for a review of colors, and then describe the foods to the class in terms of the senses.

e. For review, whenever appropriate, the teacher might ask, "Do you smell that?" "How does it smell?" or "Do you see that?" Do you hear that?" "What is it?" etc.

2. Intermediate

a. The teacher might consider doing some of the activities listed for the Primary Level, especially a, b, and c.

b. Use obvious examples, such as, "Gasoline smells bad, roses smell sweet," etc. with pictures, if desired.

c. Use magazine pictures with several appropriate items related to the senses. Describe them and/or have the students describe them and ask each other questions.

d. Have students be creative and think of examples for each of the verbs learned, individually or as a group.

e. Review classroom terminology with feel and look. Teach additional vocabulary items such as rough, smooth, hard, soft, shiny, dull, to answer such questions as, "How does the table feel?" "How does it look?" etc.

3. Secondary

a. Consider the activities listed for the Intermediate Level.

b. Have the students compose a short dialog or skit, based upon the senses.

c. Name each sense (or each verb related to the senses) and have the students provide an example of something that can be heard, seen, smelled, etc. The teacher might make a game of this and give a point to the first student who responds, each time.

d. The students might play "Password," based on the senses.

e. The students might also try "Charades," related to the senses.

D. Materials

1a Magazine pictures, samples of fruits and/or vegetables.

1b Record or tape of sounds

1d Ditto sheet of fruits and/or vegetables.

2b and c Magazine pictures.

3d Magazine pictures to designate the words for "Password."

Step 11: Here and There

A. Examples: Here
There

B. General Considerations: Demonstrate the meaning with classroom objects. This will provide a good review of Step 1.

C. Activities:

1. Primary

a. You may want to teach some additional classroom terminology or other nouns as you demonstrate, "The desk is here, the blackboard is there," etc.

b. Use pictures from student reading books or other text books to demonstrate meaning. Ask, "Is the table here or there?" etc.

c. Have students choose examples in class, to share with the class.

d. Have students ask each other questions regarding actual objects in the classroom, or regarding pictures they've found.

e. Review articles of clothing (or other vocabulary learned) by placement of old clothes or other items around the room. Have students take turns placing the items, too.

2. Intermediate

a. Consider activities a, b, and d of the Primary Level.

b. Use this opportunity to review previously learned vocabulary.

c. Have students illustrate the difference in meaning with a drawing.

d. The teacher could have the students play a game in which she or a designated student names an object and the students have to say whether it's here or there. The first student to shout out the answer wins a point.

e. Consider the Secondary Level activities.

3. Secondary

a. Consider the Intermediate Level activities.

b. Practice the differences between here and there using the names of cities in your state as opposed to cities in a neighboring state, or in this country as opposed to those in the student's(s') country(ies).

c. Discuss objects located at your school as opposed to those located at another school in the district, e.g., "Is the football field here or at the high school?" "It's there."

d. Use a globe, review the names of countries learned in Step 6 and have students tell whether the countries are here (in this hemisphere or on this continent) or there (on another continent, in the other hemisphere, etc.).

e. The teacher might review Step 4, e.g., "The pencil is there, under the chair, the cup is here, behind the desk, Mary is sitting there, beside John," etc.

D. Materials

1b Student text books.

1e Old clothing from Step 9.

3d Globe or world map.

Step 12: Distance

A. Examples: (how) far — distance
miles — from_____ to_____
farther (from) — closer (to)

B. General Considerations: Teach, "How far is Nampa from Caldwell?" "Is Boise farther from Caldwell?" "Is Ontario closer to or farther from Caldwell?" "What's the distance from Nampa to Parma?" etc.

C. Activities:

1. Primary

This concept is difficult for pre-school aged children to grasp, and probably should be omitted with primary students, particularly kindergarten and first grade students.

2. Intermediate

a. Use teacher-made maps on the blackboard or on a ditto to teach the concept of distance in numbers of miles.

b. This concept might also be reinforced whenever field trips are taken.

c. Have the students draw map(s) of the local area with distances in perspective.

d. The students may want to map the local area, or another area, or the entire U.S. or world for their notebooks.

e. Use the globe or an atlas to discuss longer distances and/or flying time. Travel agencies might be consulted.

3. Secondary

a. Consider the activities listed for the Intermediate Level.

b. Have the students work with distances in units other than miles, for example, meters, kilometers, yards, feet.

c. Students might ask each other such questions as, "Which town is six miles from Nampa?" or "What city is 1200 miles from New York?" etc., based on distances they've been practicing in class. (This exercise could also be converted to a game.)

d. Students might draw from a hat names of cities or towns, which they must use in complete sentences related to distance. For example, a student drawing the name "Boise" might say, "Boise is twenty miles from Nampa," or "Boise is farther from Caldwell than from Nampa," or "Boise is closer to Mt. Home than to Glenns Ferry,"etc.

An alternative would be for the teacher to impose the rule that a structure could not be repeated by another student, i.e., should the first student say, "Boise is twenty miles from Nampa," the second student, who may have drawn Caldwell, would not be able to say, "Caldwell is thirty miles from Ontario." He would have to use a different structure, e.g., "Caldwell is closer to Boise than Payette is."

e. The teacher might dictate short (math) story problems to the students involving distances, e.g., "How much farther is Meridian from Ontario than Nampa is, if Nampa is 42 miles from Ontario and Meridian is 50 miles from Ontario?" etc. (This exercise might also be converted to a game.)

D. Materials

2a Ditto of a map

2e Globe, atlas, or world map

3d A hat or box and slips of paper with cities and/or towns written on them

3e Simple story problems, prepared in advance

Step 13: Anything?

A. Examples: nothing
something
anything
anyone
no one
someone

B. General Considerations: Refer to C.1.a. The teacher might introduce the verb to have with this Step.

C. Activities:

1. Primary

a. These terms can be taught using a box or cup, etc., with something in it and one without, and a playhouse with a child inside (Have the child leave, when teaching "No one," or a dollhouse. Ask "Is anything in the cup?" Rattle the cup and model the statement, "There's something in the cup. What is it?" (You will not have shown the students what you put in the cup.) Show the empty cup and ask, "Is there anything in the cup?" Model the response, "No, there's nothing in the cup." Do the same type of exercise with the playhouse (or large cardboard box or dollhouse) to teach anyone, no one and someone.

b. Do the same type of exercise with a ditto. Have the students color the pictures; review colors and other adjectives. Then ask appropriate questions.

c. Use appropriate selected flash cards or magazine pictures to reinforce the new concepts. Objects besides cups or boxes can be used in order to review Step 1.

d. Review the prepositions (Step 4), e.g., Is there anything under the desk? behind the door? in front of the table?" etc.

e. The teacher might give the students such commands as, "Put something behind your chair, Don't put anything in front of your desk," etc., and then to check the student's actions ask, "Is there anything under your desk?" etc. A variation would be to play "Simon Says."

2. Intermediate

a. Consider the Primary Level activities especially 1a, c, d, and e. You may want to do some adapting, especially of 1a.

b. Have the students locate or draw pictures which can be used to demonstrate the new concepts. The teacher might have students work in pairs, and then at the front of the class, one of the students (in each pair) could ask the other the questions, and the other answer them (or half the questions, and then they could switch roles). Each pair could take a turn at the front of the class, showing their pictures as they ask and answer questions about them.

c. Discuss the classroom. Students might take turns asking each other, "Is there anything behind the teacher? Is there anything under John's desk? Is there anything behind the door?" etc.

d. Game; one student is blindfolded. Other students are in particular locations in the classroom. The object of the game is for the blindfolded student to determine where the (two or three) other students are by asking, "Is anyone behind the teacher's desk? Is anyone behind the door?" etc. The teacher (or another designated student) can only answer "yes" or "no," until the blindfolded student has located the "hidden" students.

e. In order to practice the verb <u>have</u> and to review the possessive pronouns, students might ask each other such questions as, "Do you have anything in <u>your</u> desk? Does Mary have anything in <u>her</u> pocket? Do John and Jim have anything under <u>their</u> chairs?" (after the teacher has modeled such questions).

3. Secondary

a. Consider the Intermediate Level activities.

b. Students might provide descriptive sentences regarding the school or school grounds, using the new vocabulary, e.g., "There's no one in the gym(nasium) now, there's someone in the cafeteria, there's no one on the football field," etc. The teacher might ask a few questions to get the students started.

c. An alternative to 3b would be to have the students ask the questions of each other, rather than merely describing the school, e.g., "Is there anyone in the stadium now? Is there anything in the office?" etc.

d. An alternative to 2e would be a game in which one student would hide an object on his person (or in the classroom) and the class would discover its location by asking such questions as, "Do you have anything in your jacket pocket? Do you have anything in your shoe? in your sock?" etc. This would be a good review of Step 9.

e. Students might ask each other questions about extra-curricular activities such as "Is anyone here going to the basketball game? Is anyone here in Spanish Club? Is anyone here running for president? Is anyone here going out for wrestling?" etc.

D. Materials

1a A dollhouse, playhouse or large cardboard box

1b A ditto

1c Selected flash cards or magazine photographs

2d A blindfold

Step 14: Foods/Meals

A. Examples:

apple	potato	breakfast
orange	carrot	lunch
pear	bean(s)	dinner
pineapple	lettuce	supper
peach	celery	snack
canteloupe	tomato	milk
strawberries	rice	coffee
etc.		

B. General Considerations: Teach names of fruits, vegetables, meats, dairy products, and other common foods. The teacher will introduce additional verbs in the present tense, such as eat, drink, like. (I like spinach; I don't like cherries, etc.) You may have taught some of the vocabulary with Step 10.

C. Activities:

1. Primary

   a. Introduce the present tense of eat, drink, like. Use food models or actual items or pictures of items.

   b. Review Step 10 as you teach new vocabulary items.

   c. Bring a snack, or eat with the children in the cafeteria if feasible, and discuss the snack or meal while actually eating. (You may want to also review the present progressive tense with this activity, e.g., "Are you drinking your milk? Do you like chocolate milk?" etc.)

   d. Bring some actual food items, e.g., different fruits; cut in small pieces. After the children know the names of the fruits, blindfold them (one at a time); have them sample a piece of fruit and identify it. After a student has sampled two or three different fruits, have a different student blindfolded and continue.

   e. A variation of d would be to review (if previously taught) or teach some appropriate adjectives with d, e.g., sour, sweet, tart, bland, crunchy, creamy, salty, etc.

2. Intermediate

   a. Consider the activities included for the Primary Level.

b. Have students analyze a menu. Discuss the menu--the items, prices (in conjunction with Step 19), etc., whether or not the students like the items included.

c. Have the students compose a menu, as a group or individually and take turns saying something about it.

d. "Bingo," "Concentration," or "Password" with food items.

e. Have a "tasting party;" have students bring some of their favorite foods to class to share. Discuss while enjoying the goodies.

3. Secondary

a. Consider the Intermediate Level activities.

b. Have the students plan and perform a restaurant skit, as a group or in pairs.

c. Have the students, as a group or in pairs, do an adaptated commercial for a food item, or compose one of their own.

d. Have the students plan a meal, with the cooperation of the food service personnel, to be served in the cafeteria.

e. Teach related vocabulary, e.g., <u>favorite</u>, <u>prefer</u>, <u>rather</u>. You might ask such questions as "What's your <u>favorite</u> vegetable? Do you <u>prefer</u> corn or green beans? Would you <u>rather</u> drink milk or tea?"

D. <u>Materials</u>

1c A snack for the class

1d and e Food items, e.g., samples of different fruits

2b A menu, or one for each student if possible

2d "Bingo, "Concentration," or "Password" pattern

2e Foods (brought by students)

Step 15: Time

A. <u>Examples</u>: days of the week
months of the year

day	sun
night	moon
noon	stars
midnight	date

(what) time (is it?)
o'clock (five) thirty
a quarter 'til (seven)
a quarter after (seven)

B. <u>General Considerations</u>: A large calendar and a clock in the classroom are helpful for teaching this vocabulary.

C Activities:

1. Primary

   a. For teaching time, use handmade "clocks" of heavy tagboard or paper plates with movable hands and numbers printed on the tagboard. For the first exercise, have all the children place the hands correctly for a specific time. The teacher might draw the time on the board, or use a larger handmade clock to demonstrate, "It's five o'clock." Have the children move the hands of each clock to five o'clock and then repeat, "It's five o'clock," etc. (Perhaps the students could make their own clocks.)

   b. Use selected magazine pictures to demonstrate the meaning of day, night, stars, sun, etc.

   c. Use the calendar for teaching the days of the week. Also, begin each class day from now on with, for example, "Today is Monday, February 1(first)." Then ask, "What day is today?" and have the students repeat the answer in unison. Then call on individuals for practice.

   d. Give students a ditto of some clock faces without hands. Say, "It's one o'clock." Have the students draw hands to reflect the time you've indicated. This exercise could be repeated several times, as students learn new concepts, e.g., "It's six thirty; it's a quarter after three," etc. A final exercise could mix times as a check for how well the students learned to tell time.

   e. Have students draw pictures to demonstrate other vocabulary.

2. Intermediate

   a. Consider all of the Primary Level activities.

   b. Have students discuss holidays and other important dates. Ask, for example, "What day is Christmas? What day is Valentine's Day?" etc. This will necessitate teaching some additional vocabulary. (Some holidays are international but many are not.)

   c. Modify exercise 1d, so that students are working in pairs, dictating the time to each other, for practice.

   d. Game; draw ten small clock faces on each half of the board, divide the class in half and have a relay. The teacher calls a time. The students at the front of each line (marked by masking tape on the floor) race to the board to draw the hands in correctly. Then they return to the back of the line. Then she calls another time. The students whose turn it is may opt to change their team members' clocks if they feel that the clocks are incorrect. The teacher has the option of deciding whether to permit talking in line or not. After the teacher has called ten different times, the team that finished first wins, if it has the most correct clocks. Otherwise the other team wins.

e. The teacher could structure a modified "Jeopardy" game, such as the one played on T.V. Questions, according to degree of difficulty, are worth different numbers of points or amounts of money: 5, 10, 25, 50. There are five items in each category. Basically, the teacher provides the answer and the student must ask the appropriate question. For example the student chooses a 25-pointer. The teacher reads (from a prepared list), "July 4." The student who raises his hand first must respond, "What day is Independence Day?" If he is incorrect, the student who raised his hand second gets a chance to answer. The student with the highest number of points wins, after all 20 items have been used. (The teacher may adapt the game, using a different total number of questions, etc. Two or more students may play.)

3. Secondary

a. Consider all of the activities in the Intermediate Level.

b. The teacher might verbally read a list of five items at a time, one of which does not belong with the others and have the students tell you which does not belong. For example, the teacher might read a list of four months and one day (November, April, Wednesday, June, October) and the students should be able to tell her that Wednesday doesn't belong, and why.

c. The teacher might use a hand-made clock, "set it" at a certain time and ask the students to tell her what time it is. She/he could use several examples mixing hours, half-hours, and quarter hours. An alternative exercise would be to make a game of this.

d. The teacher might teach, "There are 24 hours in a day, 365 days in a year, 52 weeks in a year, twelve months in a year," etc.

e. The teacher might ask about regularly scheduled television programs, for practice with the day and time; or students might ask each other such questions, e.g., "When is 'Happy Days' on?" "'Happy Days' is on Tuesday night at 7:00 (p.m.) (o'clock)." The teacher would need a T.V. Guide in order to check for accuracy.

D. Materials

1a Handmade clocks

1b Selected magazine pictures

1c Calendar

1d and 2c Ditto of clock faces

2e "Jeopardy" game (prepared questions)

3c Handmade clock or old clock with movable hands

3e T.V. Guide

Step 16: Weather, Seasons

A. Examples:

spring	(it) rain(s)
summer	(it) snow(s)
winter	(the) wind (blows)
fall (autumn)	sunny
it's hot	it's cold
it's warm	it's cool

B. General Considerations: Teach the seasons and then some appropriate phrases describing the weather during each season, e.g., "It rains in the spring, it's sunny in the summer, it's cold in the winter," etc.

C. Activities:

1. Primary

   a. Use selected picture cards or magazine pictures to teach the seasons and weather.

   b. Discuss the weather on a daily basis, for continual practice. Ask, "What's the weather like today?" A good time to do that would be in the morning, or at the beginning of the class, after you've asked about the date.

   c. Have the students draw or paint their own pictures to depict the weather during a particular season and then describe the pictures to the class.

   d. Use a ditto (or more than one) with a picture of each season. Give the students directions re which colors to color the various items in the pictures for a review of the colors and to teach or review the names of items in the pictures, e.g., tree(s), mountain(s), lake, sky, grass, etc.

   e. An alternative of d would be to have students take turns giving directions; each student might give one direction. For example, s/he might say, "Color the grass yellow (for autumn)." The teacher might either do the exercise with the students or make note of the colors used. Then, in order to correct both 1d and 1e, she (or the students could ask, "What color is the sky (in the winter)?" as a means of correcting the exercise.

2. Intermediate

   a. Consider the Primary Level activities.

   b. Play "Concentration" based on weather and seasons.

   c. Game; have one student go to the front of the room, ask a question re the weather and throw a ball to any other student who must answer the question by the count of ten and throw the ball back. If s/he doesn't answer by the count of ten or if s/he is incorrect, s/he must go to the front of the room to ask a different question.

   d. Have each student select a magazine picture depicting a particular season, drymount it on heavy tagboard, and laminate it, if possible. Then have him draw appropriate lines and cut it out to make a puzzle. Students could exchange puzzles, put them together, and then describe the finished puzzles.

e. Ask students what they like to do or what they like to eat or drink during the different seasons, e.g., "What do you like to do in the summer?" "I like to swim in the summer." "What do you like to eat in the summer?" "I like to eat ice cream." You probably will have to teach some additional vocabulary before introducing this step, e.g., swim, dance, ski, go sledding, etc.

3. Secondary

a. Consider the Intermediate Level activities.

b. Review the countries learned in Step 6, and perhaps some additional ones, by discussing the weather in those countries during the different seasons. The teacher may want to do some research before attempting this activity, or if the students represent different countries, they can tell about the seasons and weather in their own countries. Remember that the weather is different in the Southern Hemisphere than in the Northern one, during any given season. A globe might be helpful

c. The students might take turns being a weather forecaster (in a sort of skit) and describe the weather in various cities in the state, country, or world, e.g., "It's cold and windy in Chicago, It's foggy and cool in London, It's windy and cool in San Francisco," etc.

d. Give the students an opportunity to create (a) board game(s) based on the weather and seasons. Supply tagboard, scissors, felt tip pens, etc. Perhaps have them work in pairs or in small groups. Show some commercial or homemade games as examples.

e. Read a story to the class for listening comprehension--one that you've located or written--regarding seasons and weather. Include the student's names (change the names, if you use a story you've located). Including the students' names increases their motivation to listen.

C. Materials

1a Selected pictures

1d and e Ditto with drawings of the seasons

2b "Concentration" game

2c A ball

2d Magazines and tagboard

3b A globe or world map

3d Tagboard, felt tip pens

3e A story

Step 17: The Body

A. Examples:

foot	leg	neck
hand	arm	forehead
toe(s)	stomach	chin
finger(s)	face	shoulders
head	chest	elbows
mouth	hair	knees
eyes	cheek(s)	toenails
ears	eyebrows	wrist
nose	eyelashes	ankle
lips	fingernails	heel
teeth		

B. General Considerations: Introduce related vocabulary which might be helpful for visits to the doctor's office or dentist, e.g., "My stomach hurts, I have a toothache, I have a pain in my leg, I don't feel well," etc.

C. Activities:

1. Primary

   a. Use a doll or large paper doll to teach the body parts.

   b. Have the students lie on butcher paper and trace around each other, then draw in the features and clothing, color and then describe themselves to the class, e.g., "I have brown hair, I have ten fingers," etc. pointing to the features on the drawing as they describe them. (Review numbers and colors.)

   c. Have the students draw a picture of themselves, color, and describe their pictures to you or to the class.

   d. Have the students make hand puppets and describe them, or have the "puppets describe themselves" to the class, discussing their features ("I have two arms, I have no legs, I have a big nose, I have brown eyes," etc.)

   e. Play "Simon Says" with reference to body parts, e.g., "Simon Says, 'Put your [left] hand on your head,'" etc.

2. Intermediate

   a. Use flash cards to introduce vocabulary.

   b. Consider 1d and 1e.

   c. Have students fabricate and draw imaginary beings from other planets and then describe them to the class. (The creatures will probably have different numbers of heads, arms, legs, etc. than humans.)

   d. Have the students prepare a puppet show, based on a trip to the doctor or dentist.

   e. Play "Bingo" or "Concentration" with body parts.

3. Secondary

   a. Consider the Intermediate Level activities.

b. Use magazine pictures (especially from advertisements) to reinforce vocabulary, or have students find appropriate pictures. You may assign particular parts to each student. Have them describe the pictures to the class, reviewing other appropriate vocabulary (small, large, long, short, etc.)

c. Have students compose a skit regarding a trip to the doctor's office, with the additional vocabulary mentioned in B, and using as much of the target vocabulary as possible.

d. The teacher, as a point of interest and using some of the vocabulary from Step 18, may teach some of the terms for parts of animals' bodies which differ from those for humans, i.e., snout, beak, paws, tail, claws, fur, feathers, etc.

e. Give the students a choice of special projects related to the vocabulary in this step, e.g., sketching, sculpting with clay, water painting, paper mache, etc. of a human or animal body. (They might work on the project partly in class and partly at home.) The teacher could talk to them individually about their projects as they're working on them, especially asking about the vocabulary taught in this Step.

An option to having students work on different kinds of projects simultaneously would be to have them vote for one type, then all work with that one.

D. Materials

1a Doll or large paper doll

1b Butcher paper

1d Materials for hand puppets

2a Flash cards

2d Puppets

2e "Bingo" or "Concentration" game

3b Magazines

3e Will require special materials depending upon teacher's or students' choice(s)

Step 18: Animals

A. Examples:

dog (puppy)	bird	coyote
cat (kitten)	horse (colt)	lion
mouse	rabbit (bunny)	tiger
cow	fish	bear (cub)
bull (calf)	turkey	wolf
chicken	turtle	crocodile
pig	snake	camel
monkey	deer	elephant

B. General Considerations: Teach both domestic and wild animals.

C. Activities:

1. Primary

   a. Use flash cards or picture cards to teach the vocabulary.

   b. Have students color ditto pictures of animals in their habitats, and then describe the animals in terms of color, size, etc.

   c. Using the dittos, teach the related vocabulary, regarding the animals' habitats, e.g., "The cow lives on the farm. It eats hay. The tiger lives in the jungle. It eats deer." etc.

   d. Have the students draw pictures of their favorite animals and then describe the pictures to the rest of the class.

   e. Teach the students the sounds that animals make "in English." (The sounds do differ from language to language.) For example, teach meow, bow-wow, moo, cock-a-doodle-doo, etc.

2. Intermediate

   a. Consider 1a, b, c, and d of the Primary Level activities.

   b. If possible and feasible, take the students on a field trip to a zoo, so that they can practice the vocabulary they've learned.

   c. Show appropriate films and/or filmstrips of animals without the sound track and have the students tell you which animals appear, and describe them.

   d. Have the students play "Charades" in which they pretend to be different animals

   e. Ask each student which animal he/she would like to be if he/she were an animal and why (I would like to be a horse, because horses are pretty, etc.)

3. Secondary

   a. Consider the Intermediate Level activities.

   b. Do a more sophisticated version of 1c. The students wouldn't color dittos, but instead locate their own pictures of animals and then learn more detailed information about each animal's habitat. The teacher would provide the necessary vocabulary.

   c. Have each student take a turn describing an animal, e.g., stating its size, what it eats, where it lives, etc. until another student guesses what it is, then that student would have a turn describing a different animal.

d. Any of the games previously played could be used as activities for this Step, e.g., "Bingo," "Concentration," "Jeopardy," "Charades," "Password."

e. A new game which could be played if the students are writing at this point, is as follows: Choose the name of an animal and have each student print the name vertically on a sheet of paper. Have them draw vertical and horizontal lines as in the example below:

b			
e			
a			
r			

The teacher and/or students decide whether to use four-letter words, five-letter words, etc. When the teacher gives the signal, the students write in new words (horizontally) beginning with each letter of the chosen word. See the example:

b	a	l	l
e	a	r	s
a	r	m	s
r	a	t	s

The first student to complete the exercise, with the words spelled correctly, wins. Please note that the length of the word chosen does not have to affect the length of the new words. If the teacher or class had decided upon five-letter words, the finished game would resemble the following:

b	l	a	c	k
e	i	g	h	t
a	p	p	l	e
r	u	l	e	r

OR:

e	a	g	l	e
l	a	r	g	e
e	i	g	h	t
p	a	n	d	a
h	a	n	d	s
a	u	n	t	s
n	e	c	k	s
t	h	u	m	b

The vertical letters obviously do not have to spell words. I've tried to use words for these examples that the students may have already had.

D. Materials

1a Flash cards or picture cards

1b and c Ditto sheets

2c Film or filmstrip re animals

3b Magazines (esp. "National Geographic," if available)

3d A game pattern

Step 19: How Much?

A. Examples: how much
how many
more than
less than
fewer than
many
as many
as much
any

B. General Considerations: Introduce money and the appropriate vocabulary for money with this Step.

C. Activities:

1. Primary

a. Teach students the names of coins: penny, nickel, dime, quarter, half-dollar, dollar, and their monetary equivalents in cents, i.e., a dime is (worth) ten cents, a quarter is (worth) twenty-five cents, etc.

b. Practice, "How much money do you have? How much money does Jim have? Do you have more money than Jim? As much money as Jim? Less money than Jim?" (For kindergarten students, some of the concepts may be difficult, but they could answer questions such as the first two questions listed, anyway.)

c. Use objects in the classroom for practicing "many;" the teacher might ask, "How many pencils do you have? How many pencils does Mary have? Do you have more or fewer pencils than Mary?" etc.

d. The students might do a ditto sheet exercise, in which they match equivalent groups of coins by drawing a line from one group to an equivalent group. For example, one group might contain a nickel and five pennies and another might contain a dime. These would just be two of several groups included on the sheet. The student would connect these two groups with a line.

e. The teacher might set up a "store" in which she has used items, or pictures of items which she "sells" to the students for play money, just to practice, "How much is the watermelon?" or "How much does the watermelon cost?" "It costs $1.50," etc.

2. Intermediated

a. Consider the Primary Level activities.

b. Do a modified version of 1c by using the coins for teaching, "How many dimes does Joe have?" and contrasting many and much with coins versus amounts of money.

c. Review some of the items from Step 14 by contrasting the use of many and much with such items as slices of toast, bananas, glasses of milk, cups of coffee, sugar, salt, lemonade, etc. For example, demonstrate the difference in the uses of much and many by asking such questions as, "How much milk do you drink everyday?" but "How many glasses of milk do you drink everyday?"

d. Have the students review names of letters by asking them such questions as, "How many e's are in the word 'lettuce?'" (Write the word "lettuce" on the board.) "How many c's are in the word? How many t's? How many letters are in the word 'lettuce?'" Compare "lettuce" with another word such as "cucumber." Ask, "Are there more c's in (the word) 'lettuce' or in 'cucumber?'" etc.

The teacher could choose the vocabulary from any Step, or from a combination of Steps, to review with the new vocabulary from this Step. Have students take turns choosing words and asking questions, too.

e. The students might play "Hangman," and then discuss each word after finishing. The teacher, or another student(s) might ask, "How many i's are in the word? Are there more e's than i's in the word? Are there fewer t's than i's? Are there any g's in the word? Are there as many t's as e's in the word?" etc. Have the students answer in complete sentences.

3. Secondary

a. Consider all of the Intermediate Level activities.

b. The teacher might give the students some arithmetic problems and then ask questions, using the vocabulary from this Step, or she might ask the students to take turns giving each other problems. Some examples follow:

How much is fifty-three times sixty-one divided by eleven? (293 r 10 or 293.9)

How many digits are in the solution? (You may have to teach some new vocabulary.)

The teacher or students might try some simple story problems also, for example:

Mrs. Smith has twenty-five dresses. She buys three more and she gives six to Mrs. Jones. How many dresses does she have?

c. The students might ask each other questions about the classroom regarding the numbers of windows, doors, desks, lights, chairs, etc., comparing number of desks to number of chairs, for example.

d. In order to review vocabulary from Step 7, students might discuss the numbers of brothers, sisters, cousins, aunts, uncles, etc. they have and whether they have more or fewer cousins than aunts, for example. (The teacher might want to structure this exercise by asking particular questions.)

e. Students might also review material learned in Step 15 by asking each other how many days there are in a week, months in a year, weeks in a year, days in a particular month, etc. (They've probably already learned the answers in Step 15.) Ask whether there are more or fewer days in a week than months in a year, etc.

D. Materials

1a Coins or pictures of coins

1b Play money (May also use play money in 1a)

1d Ditto sheet

1e A "store"

2b Coins

3b Prepared arithmetic problems

Step 20: Furniture and Rooms of the House

A. Examples:

livingroom	sofa	fireplace
dining room	chair	coffee table
bathroom	stove	television set
kitchen	refrigerator	cabinet
bedroom	table	dresser
family room	end table	bed
closet	lamp	wash basin

B. General Considerations: Teach other related vocabulary along with furniture and rooms, e.g., carpet, rug, vacuum cleaner, broom, depending upon the ages of the students

C. Activities:

1. Primary

a. Use a doll house and toy furniture to teach the vocabulary.

b. After the teacher has presented the vocabulary, she/he might allow the children to play with the toy furniture, move it from room to room while naming it, tell the teacher in which room the furniture belongs, etc.

c. Have each student draw his/her favorite room of his/her own house, or his/her own bedroom, complete with furniture, color the picture and describe it to the class.

d. Have the students review vocabulary from the previous lesson by answering such questions as, "How many bedrooms are in your house (or in the doll house)? How many tables are in the living room? Are there more tables in the family room? Are there as many tables in the kitchen?" etc.

e. Ask each student to draw a picture of a house she/he would like to have and color it and then describe it to the class.

2. Intermediate

a. Consider the Primary Level activities, especially 1c, d, and e.

b. Have each student draw a floor plan of his/her own home or of a house she/he would like to have. Each might take a turn describing his/her house to the class afterward.

c. Consider any of the games suggested previously (e.g., "Password," "Concentration," "Jeopardy").

d. Have the students build a model house as a group project. Cardboard or scrap paneling could be used for the walls. Students might bring scrap fabric, wallpaper, etc. to use for construction of the house. Have them discuss the project in English as they build the house and describe it completely after it is built. (If your school budget allows, you might consider buying a kit for a model house and having the students assemble it.)

e. Have students paste several magazine pictures of furniture on construction paper cards. These can be used for games. The teacher or a designated student might sort the cards into groups of five or six according to pieces of furniture which might be appropriate for a particular room, except for one piece. The student who is "it" must decide which piece doesn't belong with the others, within a certain amount of time, or she/he loses.

Another game would be to shuffle all of the cards and have the student who is "it" sort the cards according to which would be appropriate for each room of the house, within a certain amount of time.

3. Secondary

a. Consider the Intermediate Level activities.

b. Have the students try playing "Clue," a commercially produced mystery game, dealing with the various rooms of a house.

c. Students might produce a dialog or skit re the rooms of a house, or as a group, produce a short story. The teacher might serve as secretary, depending upon how much writing the students are doing at this point.

d. Have the students take turns describing a typical room with respect to the kind of furniture it would contain, etc. while the other students attempt to determine which room is being described. Make a game of this activity.

e. Foreign students might enjoy sharing pictures of architecture and house plans, furniture, etc., which would be typical of their own native countries

D. Materials

1a and b Doll house and toy furniture

2c Game pattern

2d Materials for a model house

2e Magazines, paste and construction paper

3b "Clue"--a commercially produced game

Step 21: Professions

A. Examples:

teacher	sales person
doctor	librarian
nurse	truck driver
lawyer	mailman
mechanic	president
pilot	policeman (-woman)
rancher	fireman
actor, actress	bookkeeper
politician	banker
painter	engineer

B. General Considerations: One effective method for teaching professions is to use names of famous or popular people with whom students are familiar, e.g., Robert Redford is an actor, Ronald Reagan is (a) president, Tracey Talavera is a gymnist, Ted Kennedy is a politician.

C. Activities:

1. Primary

   a. Teach a few of the basic professions using flash cards or picture cards. Complex or less common professions are difficult concepts for primary children.

   b. Have the children discuss their parents' professions--their positions and what kinds of things their parents do.

   c. Have the students draw pictures of themselves in the professions they believe they'd like to pursue and describe the drawings to the class.

   d. Have students locate pictures in magazines to represent the professions they've learned, and/or additional ones to ask the teacher about.

   e. Play "Concentration," having the children match a profession to an object relevant to that profession (a nurse to a thermometer, a painter to a canvas, a lawyer to a courtroom, etc.).

2. Intermediate

   a. Consider all of the Primary Level Activities.

b. Discuss some of the jobs or tasks involved with each of the professions learned. Practice, using the verbs in the present tense, e.g., "A pilot flies airplanes, a mailman delivers mail, a doctor treats patients."

c. In order to review Step 9, discuss the professions that require specialized clothing or uniforms and the ones that do not. Have students tell you what the persons in certain professions usually wear. Use the picture cards, if desired.

d. Divide the class into two groups. Have them arrange their chairs into two lines. Shuffle the picture cards (of professions) and deal to each "captain." At the signal, have each captain show the first card to the first student in the line, who will say, "He's a pilot (or whatever profession is appropriate.) The student must answer by himself, without help. If correct, he/she shows the second card to the second student and so on. If not correct, the second student must attempt to identify the first profession. The first team to go through its group of picture cards correctly, wins. The teacher serves as referee.

e. Have the students take field trips, to observe persons, especially in unusual professions or occupations.

3. Secondary

a. Consider all of the Intermediate Level activities.

b. Depending upon the students' abilities, the teacher might include some career awareness material with this step, asking the students basic questions re likes and dislikes, in order to focus their interests on certain professions. (After teaching the students some of the relevant activities involved in each profession, such as, "a lawyer does research," she/he might ask, "Do you like to do research?") Refer to the "Job-O" or "Quest," for relevant questions.

An alternative would be to have the students simply describe the professions they believe they'd like to pursue.

c. Have the students pair off to compose dialogs which they will later present to the class re professions, or have larger groups work out skits. If the teacher is working with different age groups, she/he may have the secondary group present the dialogs or skits to the Intermediate Groups, for example.

d. Show a film, or filmstrip or video film regarding various professions, or a particular one. Ask the students questions afterward to check their comprehension.

e. Have the students play "Charades," acting out some of the professions they've learned about. "Password" would also be an appropriate game. Or, have them draw or choose cards on which are printed or drawn various professions and do an impromptu dramatization of the one they've chosen. Have the other students guess which profession is being demonstrated.

D. Materials

1a Flash cards or picture cards of professions

1d Magazines

1e "Concentration" game

2c and d Picture cards of the professions

3b "Job-O" or "Quest"

3d Film, filmstrip, or video film

Step 22: The Telephone

A. Examples: operator
long distance
(directory) assistance
collect (call)
local call
person-to-person
(may I take a) message
(the line's) busy
busy signal
(I'm sorry; you have the) wrong number
dial
telephone book/directory

B. General Considerations: Teach students how to answer the phone courteously.

C. Activities:

1. Primary

a. Model for the students first. Teach only very basic vocabulary; some of the concepts will be too difficult for primary students.

b. Use a toy phone (or two); have one student be the operator (for long distance calls). Have the students practice dialing and placing calls. This is a good opportunity to review the numbers.

c. Give students some suggestions for conversations, which would review previous vocabulary, e.g., ask them to discuss what various family members are doing (to review Steps 7 and 8), or what each is wearing (to review Step 9), or what they're each having for lunch (to review Step 14).

d. Select various magazine pictures of persons talking on the phone. Ask the students what the persons in the pictures might be discussing.

e. Take the students on a field trip to a telephone company office.

2. Intermediate

a. Consider the Primary Level activities.

b. Have the students pair off and plan telephone dialogs, which they will perform for the class. Have toy telephones or old telephones available.

c. Give two students at a time names of two well-known personalities (or let them choose). Have them imitate the persons, or at least discuss some of the subjects those people would discuss. Have the other students try to guess the identities of the two who are talking. (For example, one might be Ronald Reagan and one Mohammed Ali. Mr. Reagan might discuss the White House or Camp David or Edwin Meese. Mohammed Ali would discuss boxing. Students who are extroverted might mimic intonation, choice of vocabulary, etc., as well.)

d. Have the students practice asking and answering, "What's your (tele)phone number?" You might also have them practice, "Where do you live?" and "What's your address?"

e. Have students share the ways they might answer the telephone in their own countries or in their native languages, as a point of interest for the class. (For example, people in Mexico answer by saying"Bueno," which in ordinary conversation means "good," but never "hello," except when used to answer the phone.)

3. Secondary

a. Consider the Intermediate Level activities.

b. If possible, have the students place some actual calls, with teacher supervision. (Be sure to have modeled for them, and had them practice first.)

c. Have the students take turns describing some actual (or fictitious), personal phone calls.

d. Have the students look at telephone directories; describe and ask questions about the information included in a directory.

e. Role-play answering the telephone in business/professional settings. Review some of the vocabulary from Step 21.

D. Materials

1b and c Toy telephones (2)

1d Magazine pictures

2c and 3e Toy telephones or old telephones (2)

3b Access to a telephone

3d Telephone directories

Step 23: Introductions

A. Examples: (Joe Blow), meet (Sally Street).
(Mary Smith), I'd like for you to meet (John Doe).
(John), this is (Mary).
_____, I'd like to introduce _____.
How do you do?
(It's) nice to meet you.
(I'm) glad to meet you.

B. General Considerations: This concept usually requires much practice.

C. Activities:

1. Primary

   a. Practice very simple introductions, such as, "Mary, this is my friend Jane; Jane, this is Mary."

   b. Have the students practice introducing each other to the teacher, or to other students in the class, or introducing the teacher to the class.

   c. If appropriate, e.g., during a parent-teacher conference, or during a parent's visit, have the student introduce his/her parent(s) to you.

   d. Have the students take turns bringing a friend or brother or sister from another class to introduce to the ESL class.

   e. Have each student introduce an imaginary friend to the class, and tell the class about the friend.

2. Intermediate

   a. Consider the Primary Level activities.

   b. Have each student introduce a well-known personality to the class (by proxy) and describe that person. They might review nationalities and professions.

   c. Incorporate introductions into student dialogs. Have them work in groups of three or four to compose dialogs, and then have each group present its dialog to the class (or to the Primary Level ESL class, if there is one).

   d. The teacher might read a short story which includes an introduction, for reading comprehension. She/he should remember to include the students' names, for increased motivation to concentrate on content.

   e. Tape the students introducing each other, then play back so that they can listen to and critique themselves. Or tape them doing activity 2b or 2c and have them evaluate their own performances.

3. Secondary

   a. Consider the Intermediate Level activities.

   b. Have the students role-play a series of interviews, in which they take turns being reporters for newspapers and/or television stations. Have the reporters introduce the person(s) being interviewed to the "audience." A video recorder would make the exercise more exciting.

   c. In order to review Step 21, have students take turns introducing to the class imaginary persons representing different professions and then telling about the imaginary person's work. (Another student(s) might pretend to be the imaginary person introduced.)

d. Have the students take turns introducing well-known fictional characters from some of the world's great literature. Have them describe the characters to the class, after introducing them. (The teacher might want to have a list of possibilities available.) Other student(s) might play the roles.

e. Have the students take turns introducing characters from well-known movies or from television series to the class and then describe them. Other student(s) might play the roles.

D. Materials

2b A list of well-known personalities

2d A short story which includes at least one introduction

2e Cassette tape recorder, tape

3b Optional: a video recorder

3d A list of well-known fictional characters from world literature

Step 24: Must I?

A. Examples: can (not)
may (not)
must (not)
want to
would like to
have to
should

B. General Considerations: The teacher's task is to clarify the differences in the definitions of the vocabulary listed.

c. Activities:

1. Primary

a. Practice these new verbs in conjunction with some of the verbs learned previously. The teacher may have to teach some vocabulary in addition to the new words listed.

b. Ask students such questions as, "Can you break your pencil?" Demonstrate the meaning of "break" with a straw or something insignificant. Then ask, "Do you want to break your pencil?" If the student doesn't understand "want," offer him/her a piece of candy or something desireable. Ask, "Do you want a piece of candy?" That should help to clarify meaning. Then ask again, "Do you want to break your pencil, eat your shoe, taste your eraser," etc. Also: "Can you lift the table? eat the clock? carry the teacher?" "May you hit Mary? Must you come to school?" Demonstrate whenever necessary to clarify meaning. Refer also to 2b.

c. Have the students think of their own examples, after they have learned the meanings of the target words. Let them ask each other questions, using their own examples.

d. After the students have learned the new words, the teacher might read a prepared list of questions using the new vocabulary. After she has read a question, the students who believe they know the answer raise their hands. She/he calls on the first to raise his/her hand. That student must answer correctly, or another student has an opportunity to answer. The teacher might make a game of this activity. (The teacher would ask questions similar to those listed in 1b.)

e. Have the students play "Mother May I."

2. Intermediate

a. Consider the activities listed for the Primary Level. Pay special attention to 1b. Use that method for teaching the vocabulary.

b. To supplement 1b, the teacher might want to have some concrete examples available, for example a pipe that no one would be able to bend, something heavy that no one could lift, a wire that they are able to bend, a telephone directory that they cannot tear, paper that they can, etc.

c. An alternative, or addition to 2b would be to have students bring in examples such as those listed in 2b after the students have completed that exercise.

d. Have each student locate at least one magazine picture or draw one to illustrate the meaning of each new vocabulary word listed for this Step.

e. Game; students choose a fictitious identity. They may choose to be persons or animals. (The teacher might want to set limits.) Then, one at a time, each student reveals his identity to the class and asks his classmates questions, using the new vocabulary. For example, a student chooses to be a whale, and so informs the class. Then he/she asks such questions as, "Can I fly? Would I like to eat mice? Do I have to remain in the water to live? Should I stay submerged?" etc. Students might raise their hands to answer, or the teacher might call on particular students to answer. The teacher might want to make a game of this activity.

3. Secondary

a. Consider the Intermediate Level activities, plus 1b of the Primary Level activities. Use the method described in 1b to teach the vocabulary.

b. Secondary students might try a demonstration for the class. Students could choose any skill, hobby, recipe, or craft that would be demonstrable and explain each step to the class, using the new vocabulary. For example, a student might decide to demonstrate drymounting. He would say, "First you must find a picture to drymount. You may use a magazine picture or a drawing you've done. You have to use tagboard or heavy cardboard for drymounting," etc.

c. Play "Jeopardy." Use such answers as, "You must use chalk." The student would say, "What must you (or do you have to) have (in order) to write on the blackboard? (Remember, in "Jeopardy," the teacher provides the answer and the contestant must provide the question.)

d. As a group, the students might formulate some questions which they are not able to answer and then do some research to locate the answers. The questions should contain the new vocabulary. Some examples follow:

1. Can a camel live for two weeks without water?
2. Would Robert Redford (or one of the teachers) like to live in Alaska?
3. Does the temperature have to fall below 32 degrees F before water will freeze?
4. Does the teacher want to give us a free period? Show us a movie? etc.
5. Must one study for eight years to be a doctor?
6. Should one beat the egg yolks and whites separately to make a soufflé?
7. May I use the principal's office during lunch? etc.

e. Have the students choose two of the seven new words presented in this Step and contrast the meanings through a single illustration or drawing.

D. Materials

1b and d Prepared list of questions

2b Materials described for this activity

2d Magazines

3c Prepared "answers" for "Jeopardy" game.

Step 25: The Past Tense

A. Examples: The following common verbs are irregular in the past (preterite) tense:

be	freeze	sell	become
get	send	begin	give
say	bite	go	shake
blow	have	shoot	break
wear	sing	bring	hide
sink	build	hold	sleep
buy	hit	slide	catch
hurt	speak	choose	keep
spend	come	know	stand
cost	lay	steal	cut
lead	strike	dig	lie
sweep	do	light	swim
drink	make	take	drive
meet	teach	eat	pay
tear	fall	put	tell
feed	read	think	feel
ride	throw	fight	ring
wake	find	rise	wear
fly	run	win	forget
say	write	forgive	see

B. General Considerations: It is important that both regular and irregular verbs be taught. There is no need to tell the student that some verbs are regular and others irregular, though.

C. Activities:

1. Primary

a. Using verbs that have previously been taught in the present and/or progressive tenses, drill students using yesterday as the key word. Be sure to model the correct response first, e.g., "Yesterday I ate an apple in class." Have the students repeat several times, before you ask, "Did you eat an apple in class yesterday?" If you teach sentences that are actually accurate regarding the previous day's activities, you will facilitate student comprehension.

b. Use picture cards or flash cards and describe the actions portrayed as if they happened yesterday, last week, last month, etc.

c. Ask each student to draw a sequence of pictures of himself/herself portraying the previous day's activities--real or imaginary (about six to eight frames). After the students finish, have them describe the pictures to their classmates.

d. Have each student tell the class about a movie or television show that he/she has seen.

e. Have each student give a verbal autobiographical account to the class.

2. Intermediate

a. Consider the Primary Level activities, especially 1a.

b. Have the students tell a "Circle Story." One student (or the teacher) starts the story with one sentence (in the past tense, in this case) and the next adds a sentence until each student has had a turn (or two or three).

c. Have each student retell in English a story or summarize a book that he has read (even though he may have read it in another language), or describe a trip he/she has taken.

d. Have the students play the "Shopping Game." One student says, "I went to the grocery store and bought apples." The next student says, "I went to the grocery store and bought apples and bananas." The next student says, "I went to the grocery store and bought apples, bananas, and celery." Each student must repeat what the others have said and add a new word, beginning with the next letter of the alphabet.

e. Have each student tell the class what he/she did the previous day.

3. Secondary

a. Consider the Intermediate Level activities, and 1a of the Primary Level.

b. Have each student write his own story (or dictate to the teacher, if the students haven't been writing enough to do this exercise). The story could be autobiographical or fiction.

c. Read a story (written in the past tense) to the class for listening comprehension.

d. Have the students each, or in small groups, write a new ending(s) to the story you've read to them in class.

e. Cut out comic strips (separate the frames) and put the frames to each strip in an envelope. Make a set for each student, ask each to reassemble the strip and tell what happened in the strip.

D. Materials

1a Prepared questions for past tense practice

1b Picture cards

3c A story

3e Comic strips and envelopes

Step 26: Travel

A. Examples:

airplane
airline
jet
train
bus
car (automobile)
ocean liner
highway
railroad
ride
customs
terminal
depot
station
ticket
one-way
visa
round-trip
passport
fly
drive
sail

B. General Considerations: The future tense can be taught with this Step.

C. Activities:

1. Primary

a. Choose some of the basic vocabulary from the list to teach the primary students. Use flash cards or picture cards.

b. Have the students draw and color pictures to describe imaginary trips or trips they would like to take. Have them describe the trips in the future tense, "I will fly to _____."

c. Do in conjunction with Step 25, in having each student describe a trip he/she has taken.

d. If possible, take the students on a field trip to an airport or train depot or bus terminal. Discuss the activity using the new vocabulary.

e. If model or toy bus depots, train stations, air terminals, etc. are available, use them to teach and/or reinforce vocabulary.

2. Intermediate

a. Consider the Primary Level activities.

b. Have the students locate magazine pictures with the new vocabulary and take turns describing their pictures to the class.

c. Have the students, as a group, devise a game related to traveling. Samples, i.e., commercial or other homemade games can be helpful. They will need tagboard, markers, etc.

d. Have each student draw a representation of a trip into space in the future, and describe it to the class, using the future tense.

e. Divide the class in half. Have each half think of questions to ask the other half, for "Jeopardy," or any other game, instead of having the teacher come up with the questions.

3. Secondary

a. Consider the Intermediate Level activities.

b. Have students take turns telling the class about a trip (real or imaginary) that each <u>will</u> take.

c. As a point of interest, have students describe common modes of transportation in their native countries.

d. Have students voluntarily describe their trips to the United States (utilizing the past tense).

e. Have students imagine means of travel in the future and take turns describing them to the class.

D. <u>Materials</u>

1a Flash cards or picture cards

1e Models or toys (trains, busses, airplanes, train stations, etc.)

2b Magazines

2c Sample games, tagboard, markers

Step 27: Emotions

A. <u>Examples</u>:

happy	moody
excited	depressed
anxious	afraid
sad	nervous
angry	pleased
irritated	ecstatic
content	puzzled
indifferent	hurt

B. <u>General Considerations</u>: Teach the vocabulary in this Step along with the conditional tense, e.g., "How <u>would</u> you <u>feel</u> if I hugged you?" "I <u>would feel</u> pleased."

C. Activities:

1. Primary

a. Choose some of the very basic emotions and teach by using facial gestures or picture cards.

b. Ask students how they would feel in various hypothetical situations (to practice the conditional tense), e.g., "How would you feel if we had a new student in class? if there were an earthquake? if I gave you all popcorn?" etc.

c. Have each student choose one of his/her responses to a question in 1b and illustrate with a drawing. Have the student describe the drawing to the class afterward.

d. Have the students help you choose pictures of people from magazines that clearly express emotion. Then have the students determine which emotions are displayed.

e. Have the students ask each other hypothetical questions such as those suggested in 1b.

2. Intermediate

a. Consider all of the Primary Level activities.

b. Students might play a "Chain Game" with pairs, using the conditional tense. The teacher or a designated student asks a question to start the chain such as, "How would you feel if you won $1,000,000?" The second students replies, "If I won $1,000,000, I'd feel excited, ecstatic, happy," etc. Then the first student (or teacher) asks, "What would you do if you felt excited?" The second student replied, "If I felt excited, I'd tell all my friends," The first student might ask, "What would happen if you told all your friends?" The second student might reply, "If I told all my friends, they would be pleased," etc.

c. In order to review the past tense, students might describe their emotions during a specific past event, e.g., during their trips to the United States from their native countries.

d. In order to review Step 7, students might describe their feelings (voluntarily) regarding various family members. The teacher might say, "Mother," and allow volunteer(s) to provide a sentence(s), and then suggest another family member, etc., in order to maintain a faster pace.

e. Students might describe their feelings about certain seasons, or about certain kinds of weather, or certain holidays, to review Step 16. Again, the teacher might provide the stimulus, to maintain a faster pace.

3. Secondary

a. Consider all of the Intermediate Level activities.

b. Students might describe emotions habitually displayed by characters in T.V. serials. The teacher might have a list available to get the discussion started.

c. Do the same exercise as described in 3b using a list of "real people"--popular or well-known personalities.

d. A variation of both 3b and 3c is to ask the students, or have them ask each other, how they would feel or act if they were certain T.V. characters or certain well-known persons.

e. "Password" would be a good game for practicing and learning the vocabulary in this Step.

D. Materials

1a Picture cards of emotions

1b A list of prepared questions

1d Magazines

3b A list of T.V. characters

3c A list of well-known personalities

3e Words or pictures for "Password"

Step 28: Comparisons and Superlatives

A. Examples:

taller	bigger
tallest	biggest
longer	smaller
longest	smallest
shorter	thicker
shortest	thickest
etc.	

B. General Considerations: Use the adjectives that you taught in Step 3, plus additional ones that you may have taught in succeeding Steps.

C. Activities:

1. Primary

a. Teach some of the vocabulary through the use of picture cards.

b. Measure and weigh all of the children in class. Then teach, "John is taller than Mary and Joe, but Jack is the tallest," etc. This is a good review of numbers and measurement also.

c. Have the students measure the room, parts of the room (doors, windows, etc.) and objects in the room so that they can practice longer, longest, shorter, shortest, thicker, thickest, thinner, thinnest, etc.

d. Have students review Step 18 by comparing the animals' sizes, amounts they eat, etc. Perhaps the use of picture cards would be helpful.

e. Have students describe any of the pictures they have drawn. Have them practice the vocabulary by comparing objects within their pictures or by comparing their pictures with those of other students.

2. Intermediate

a. Consider the Primary Level activities.

b. Have the students review the terms, especially the comparisons and superlatives that they learned in Step 12, as well as the concepts learned in that Step. They might also describe the towns/cities that they used for examples in that Step, e.g., "Caldwell is smaller than Nampa, but Parma is the smallest of the three towns," etc.

c. Have the class, as a group, develop positive descriptions of each other using the superlative, e.g., "Mary is the best swimmer in the class, John is the tallest student in the class, Susie is the most polite, Jack is the best soccer player, Kim is the most studious, Tim is the happiest," etc.

d. Have the students describe the classroom and the objects in its, extending exercise 1c to include subjective descriptions of objects such as, prettier, softer, harder, coldest, brightest (color), lighter (color), etc. Have them use both comparisons and superlatives. Instead of, or in addition to the classroom, you might have them describe a painting, or a geographical location, etc.

e. Read a story for listening comprehension and ask questions using both comparisons and superlatives.

3. Secondary

a. Consider the Intermediate Level activities.

b. Have the students review Step 14 by comparing fruits and vegetables, e.g., "Grapefruit is more sour than oranges, but lemons are the most sour."

c. You might also introduce some nutrition by teaching such facts as, "Tomatoes are richer in Vitamin C than potatoes," or "Raisins have more iron than oatmeal," or The best source of calcium is milk," etc.

d. Have each student prepare a list of questions for the class, using the comparisons and superlatives.

e. Give students some sample riddles, then have them develop some (or translate some to English from their native languages) to ask the class. Be sure that the comparisons and superlatives are used.

D. Materials

1a Picture cards

1b and c Rulers, yardsticks, and/or tape measure

1d Picture cards of animals

2e Story for listening comprehension

3c Some nutrition research and prepared examples

3e Some sample riddles

APPENDIX

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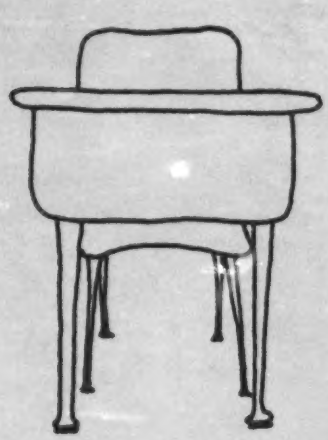

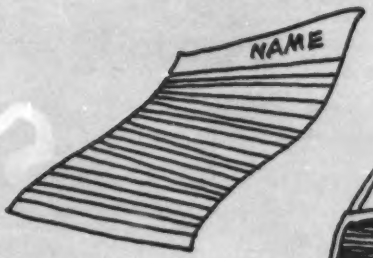

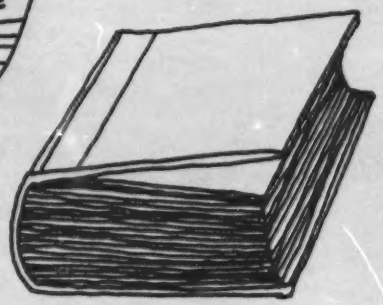

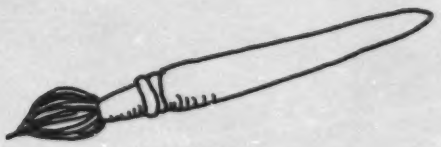

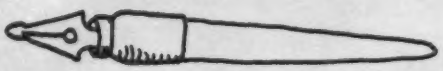

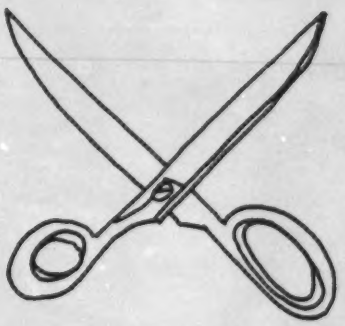

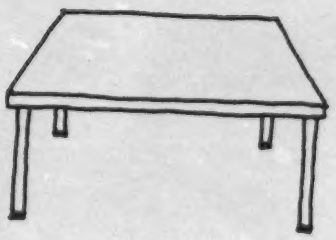

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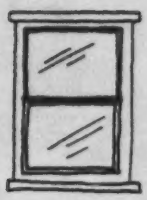

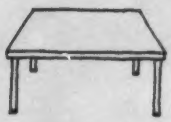

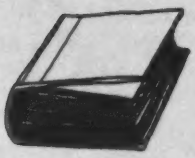

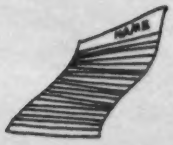

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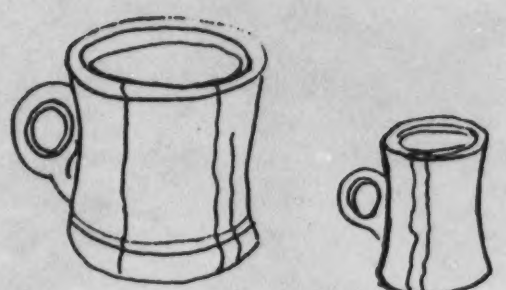

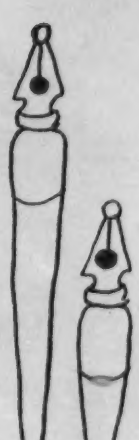

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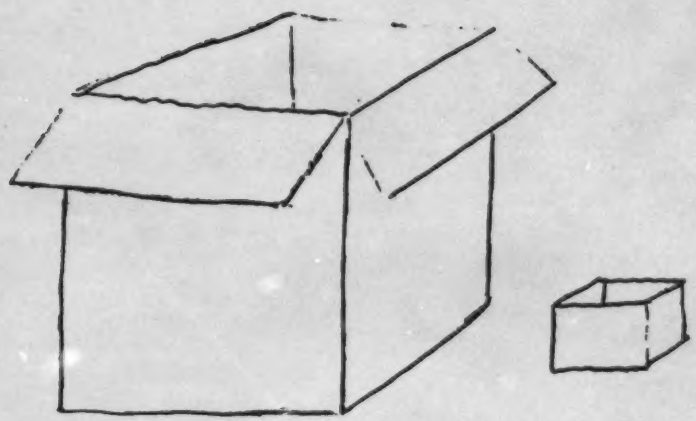

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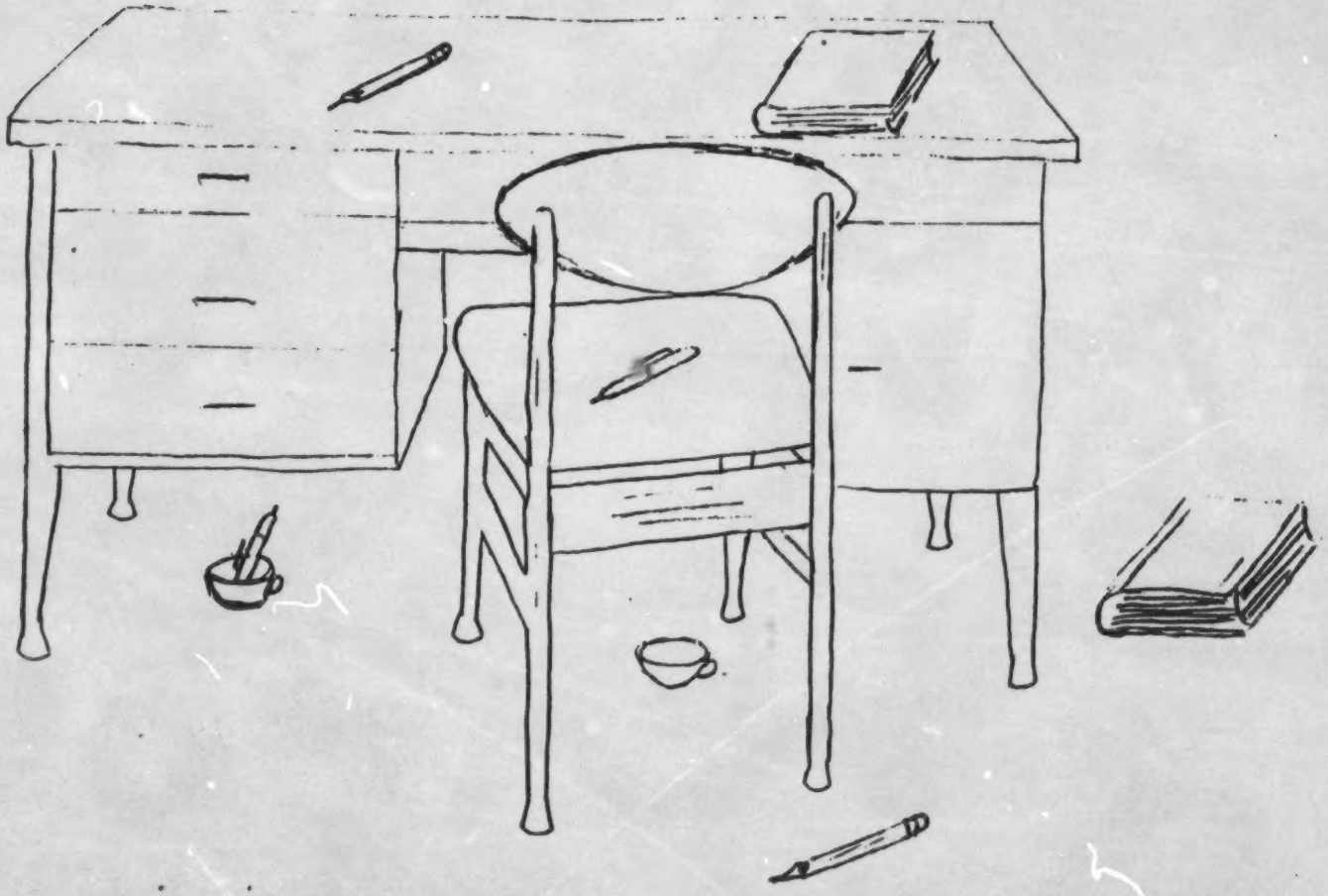

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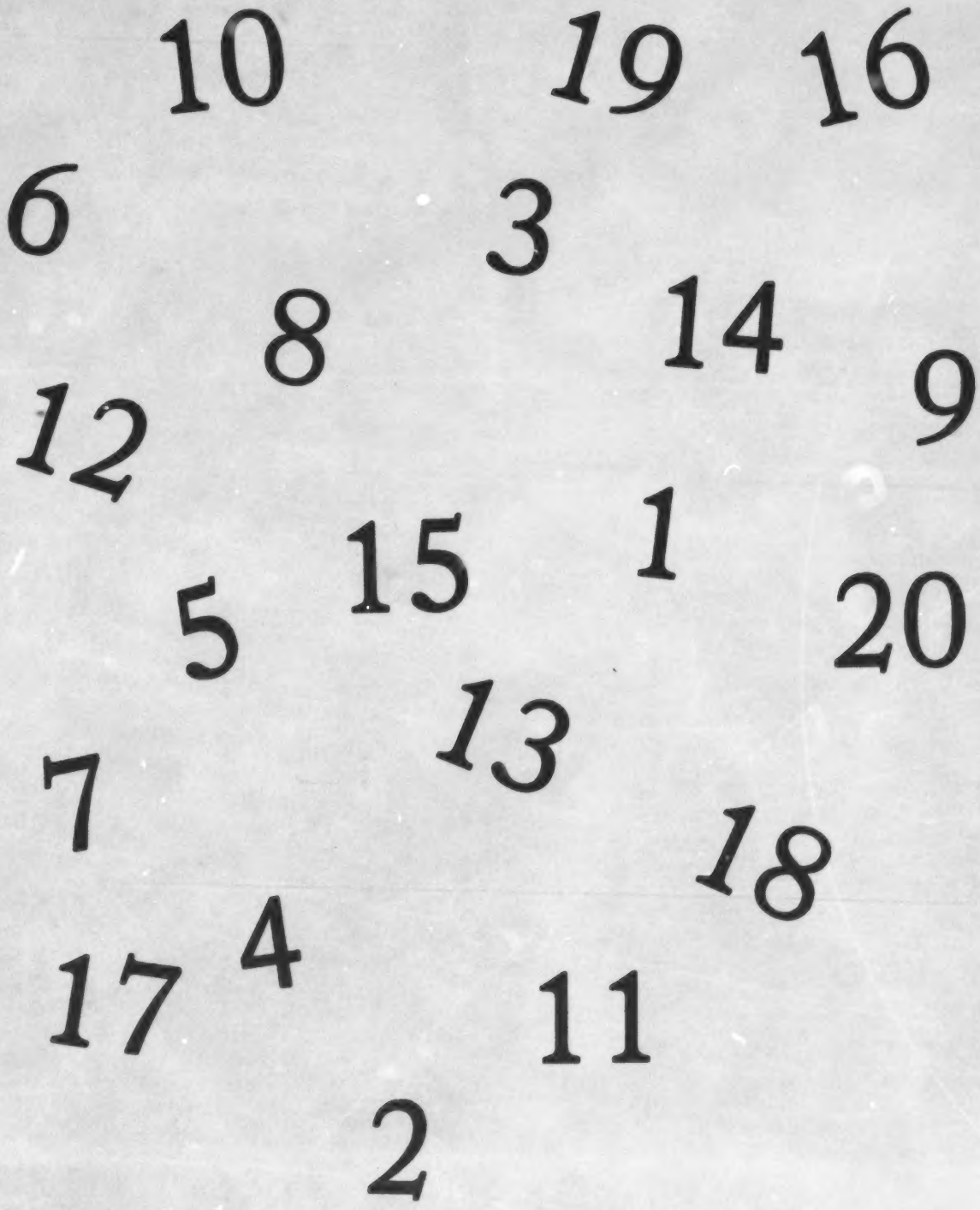

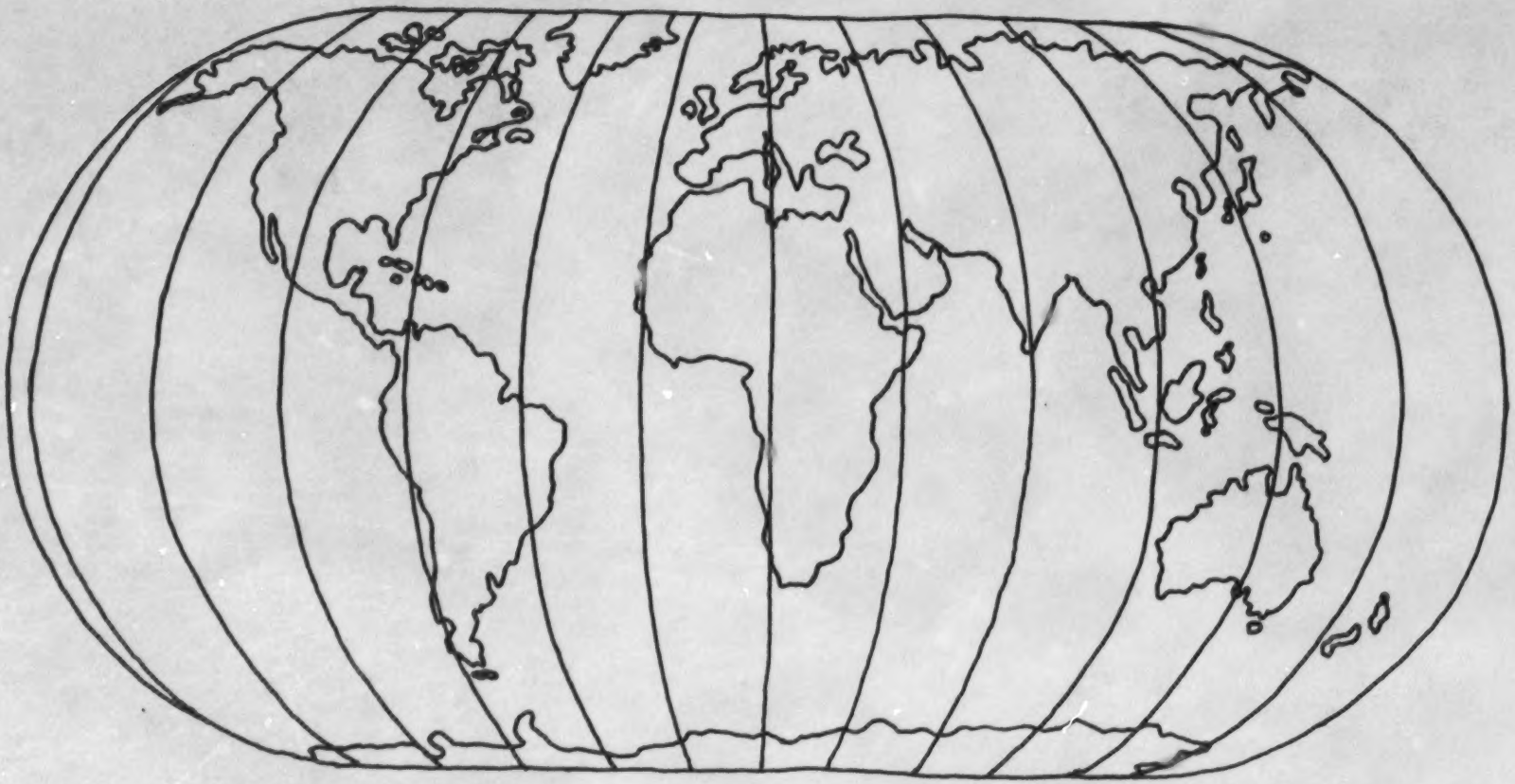

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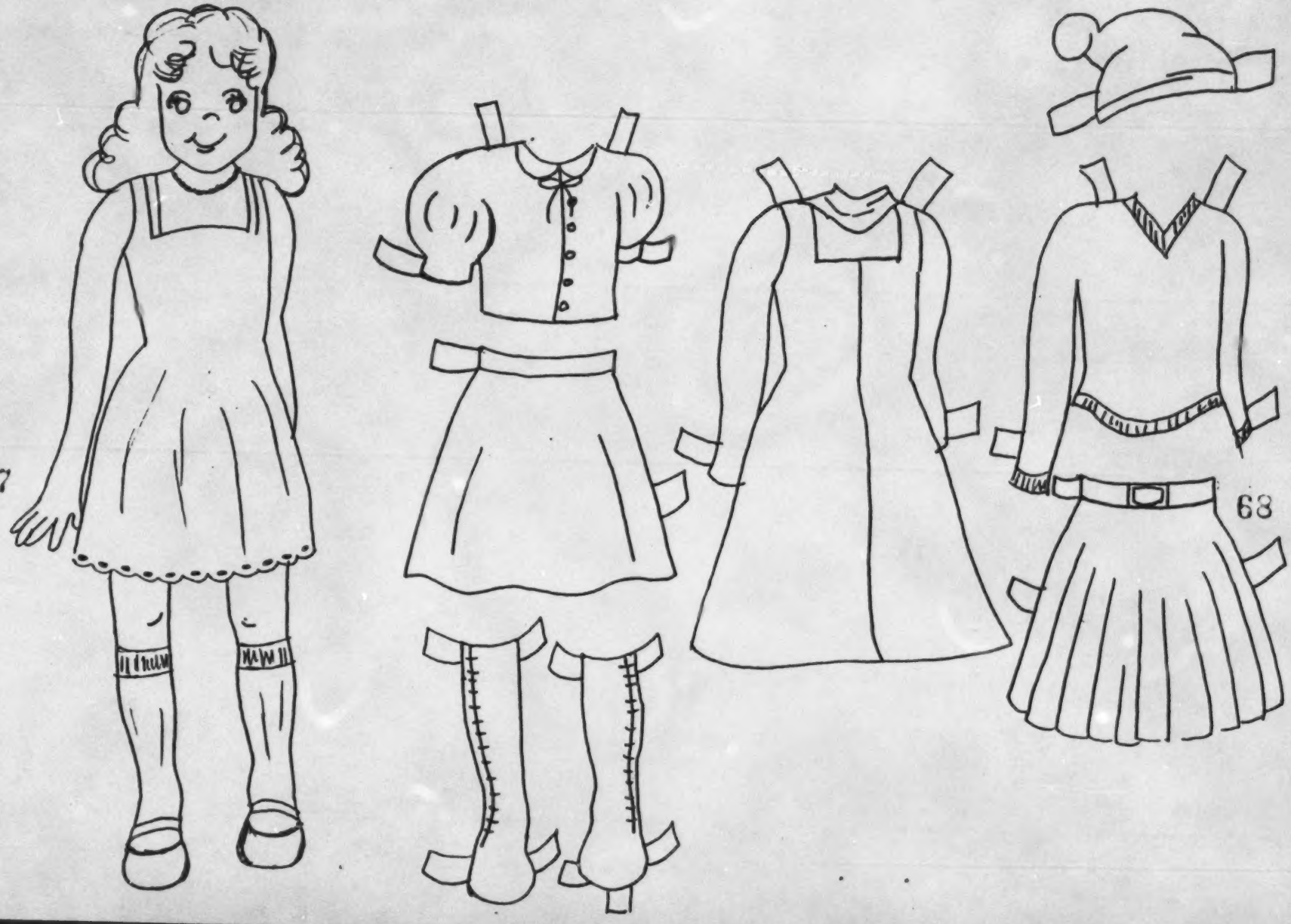

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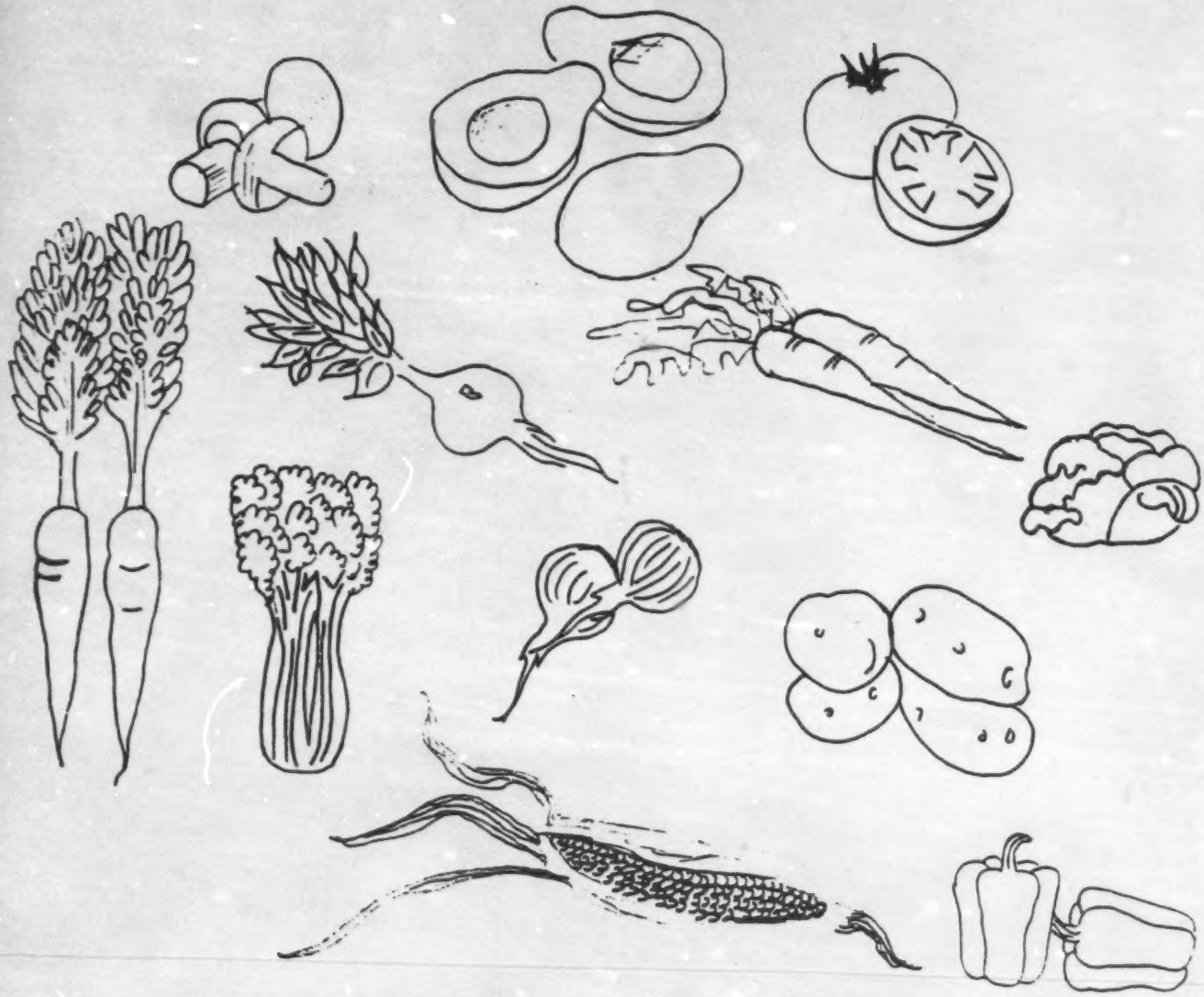

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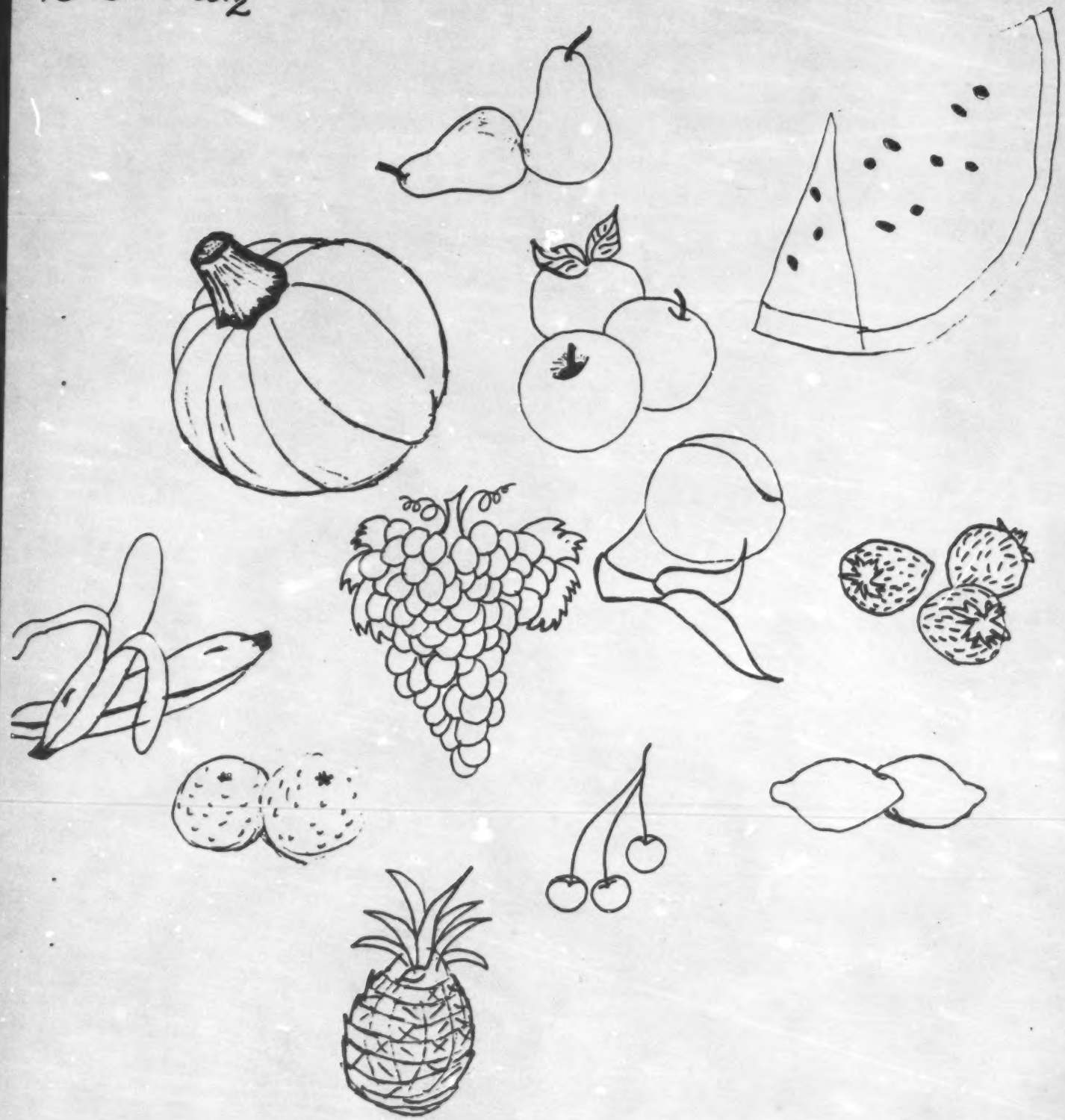

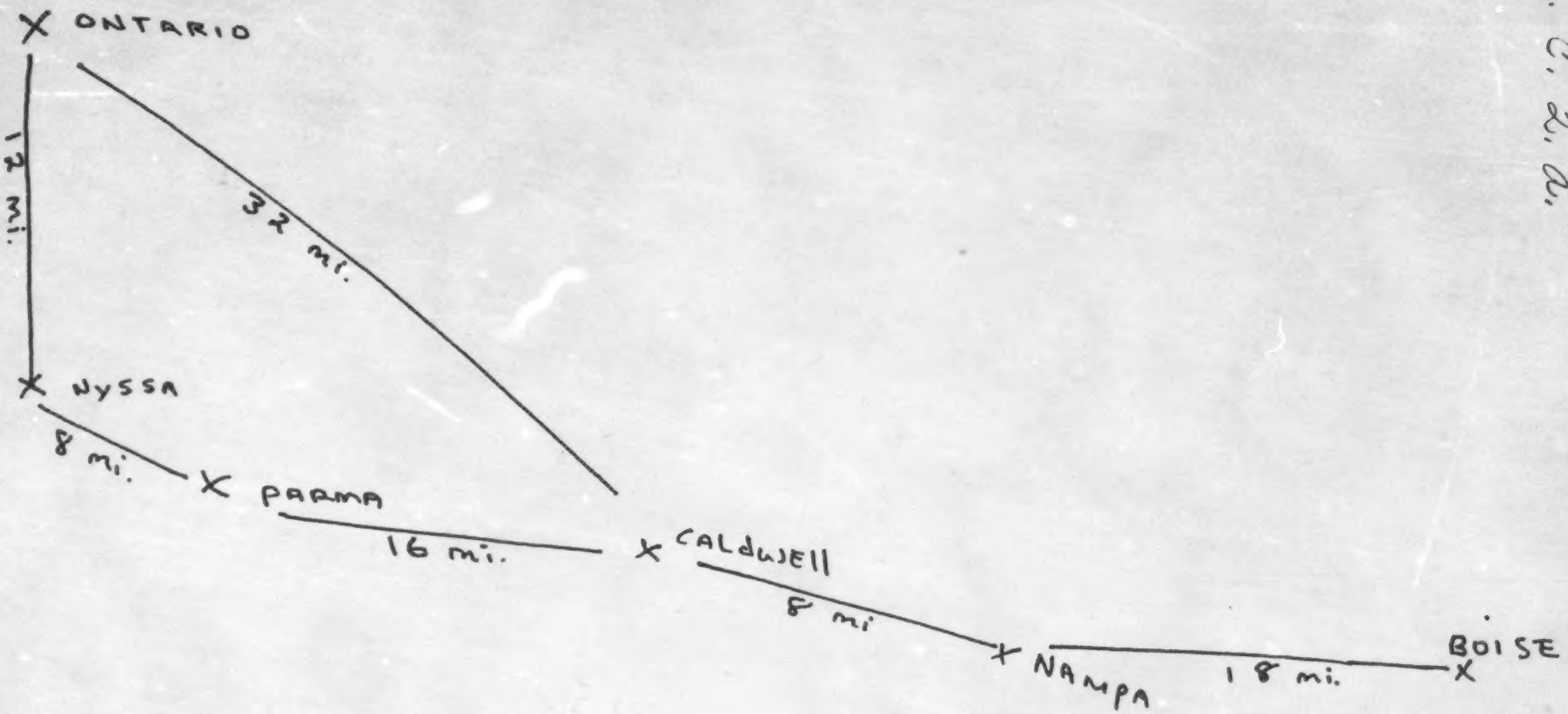
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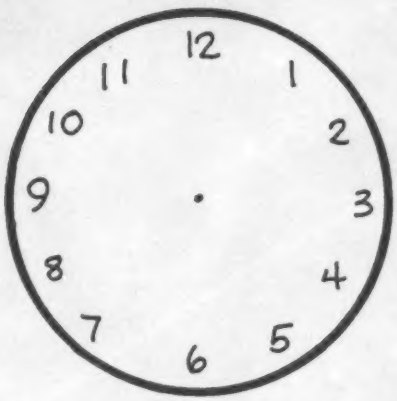
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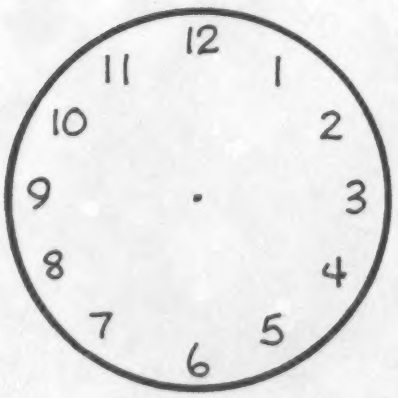
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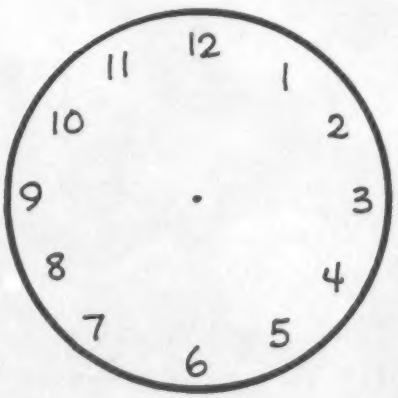
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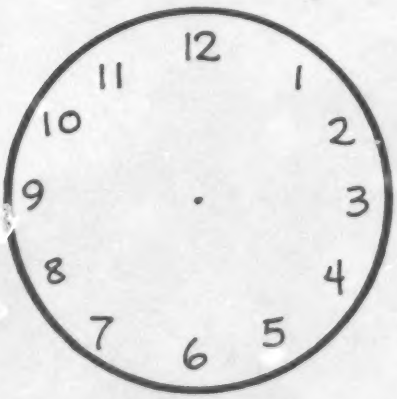
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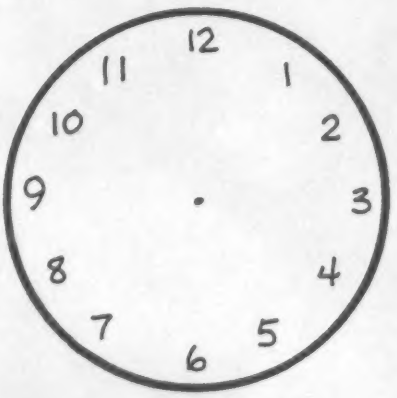
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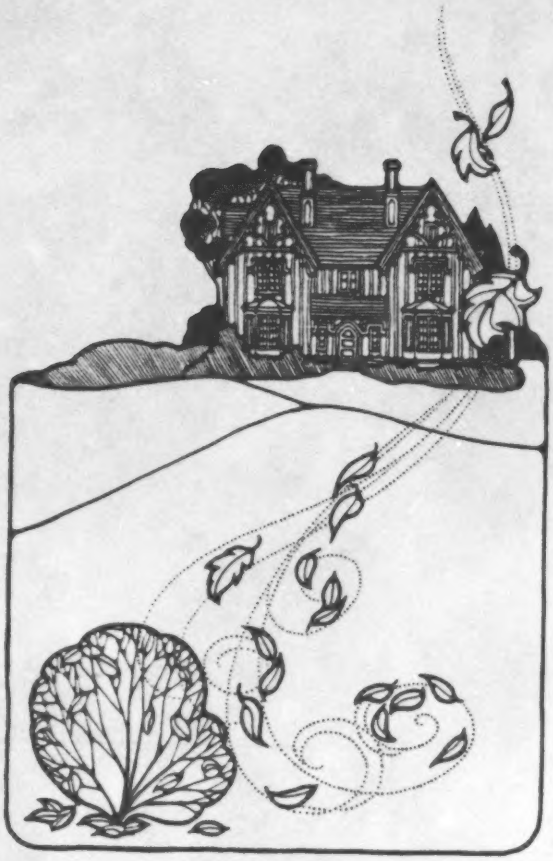

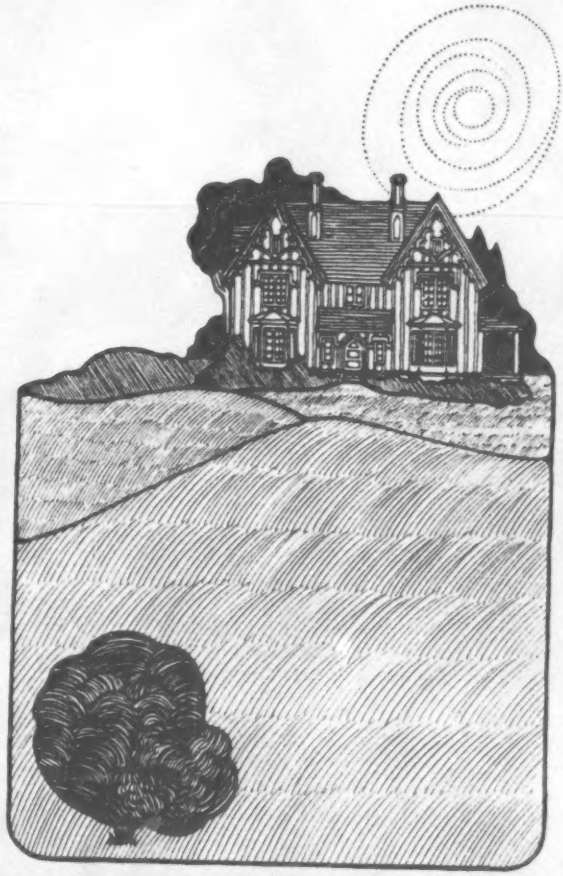

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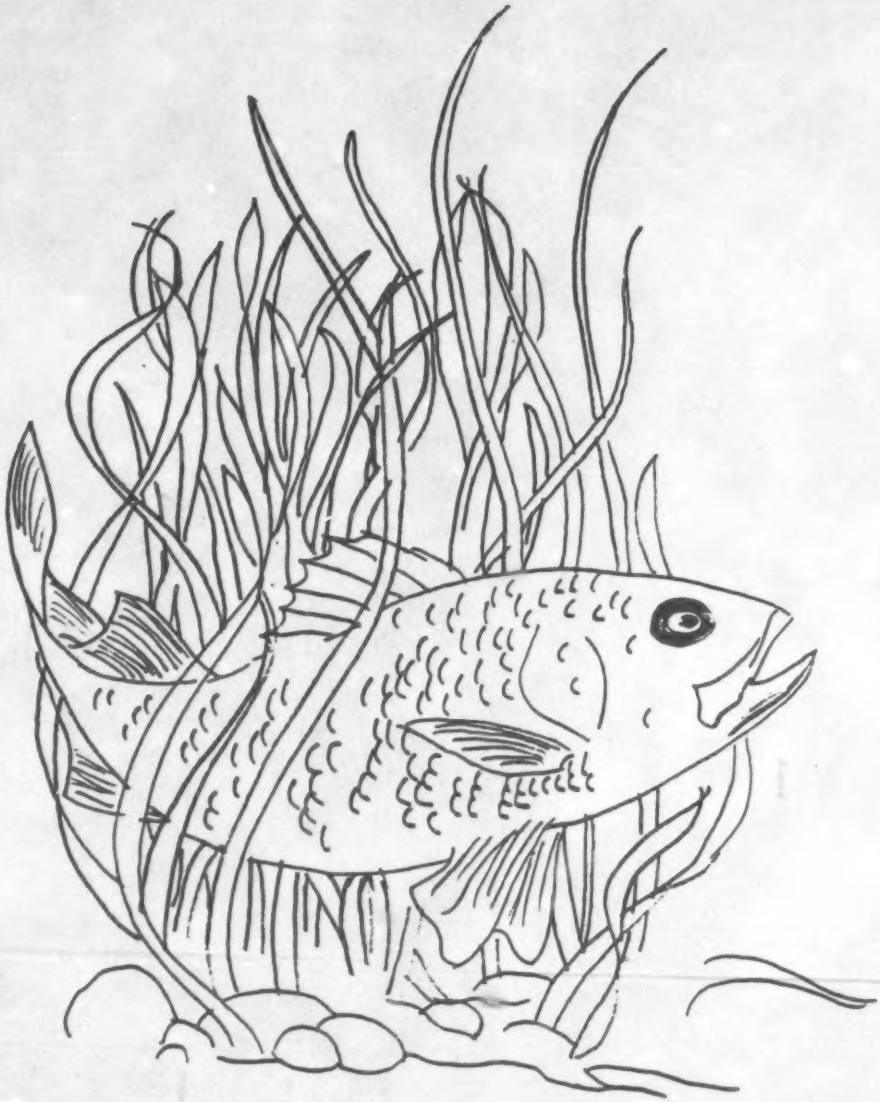

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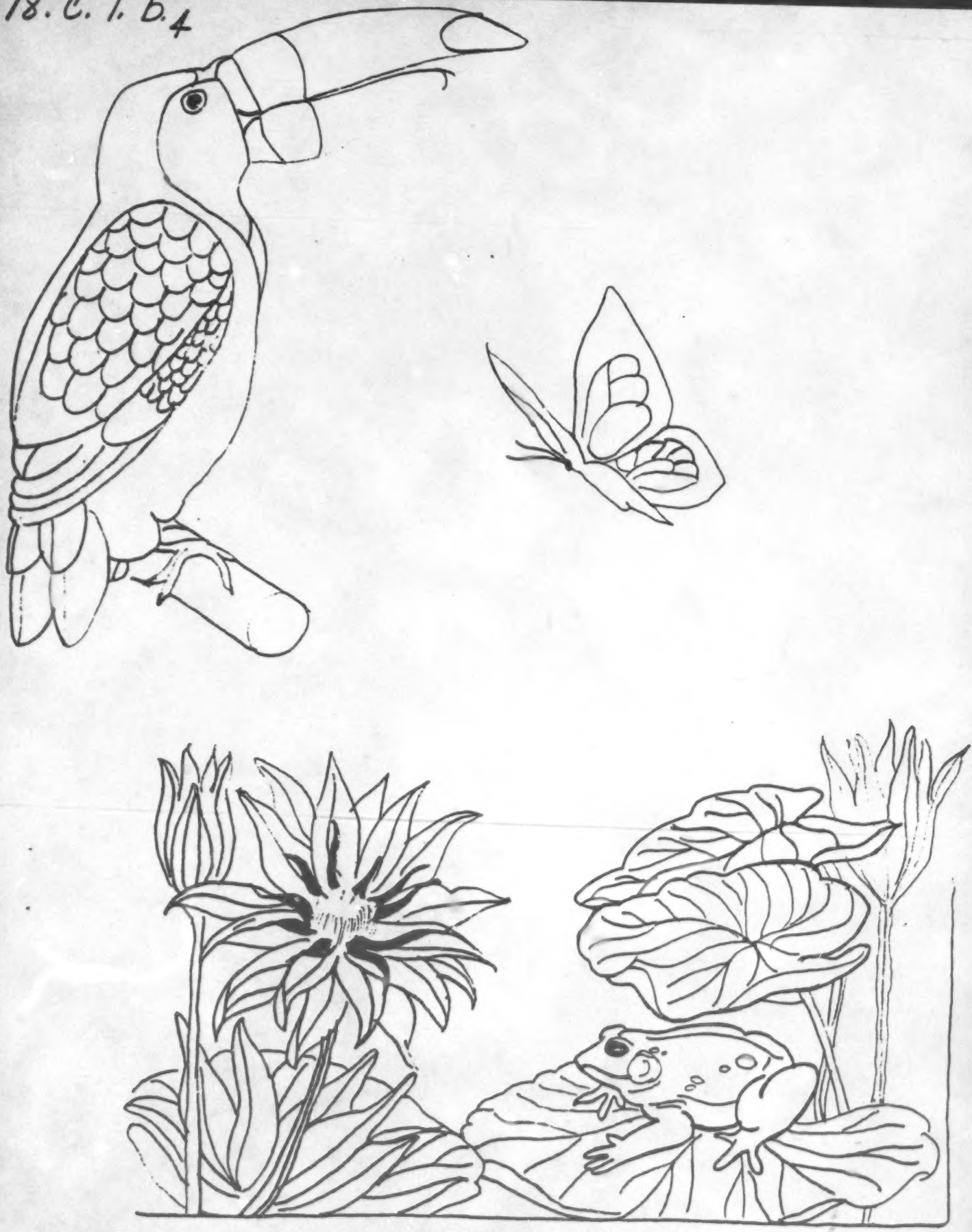

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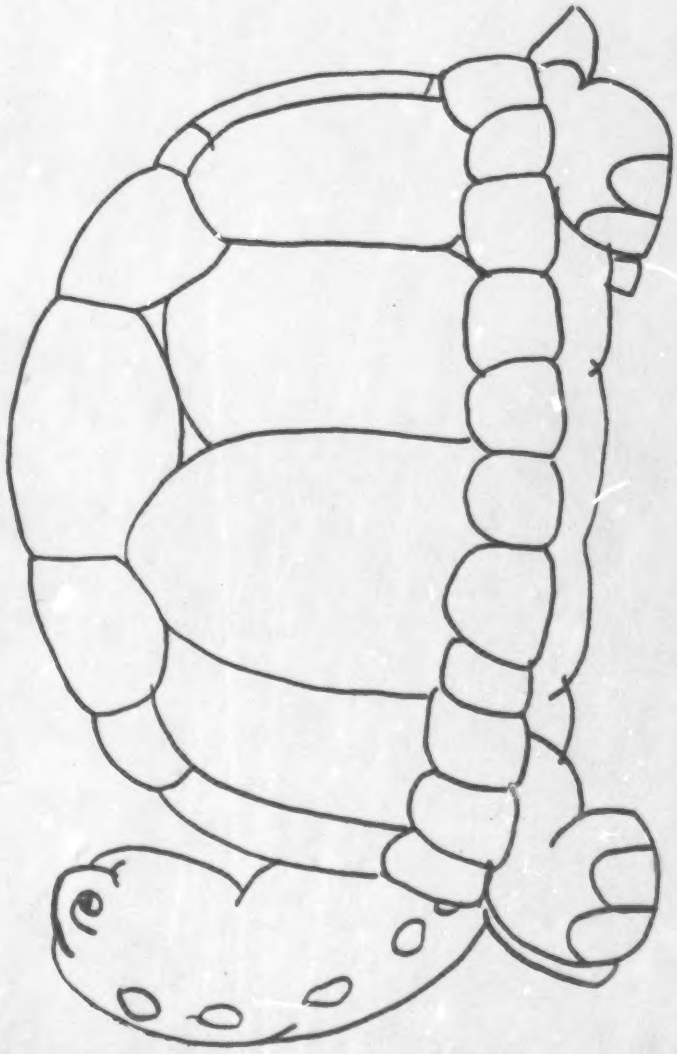

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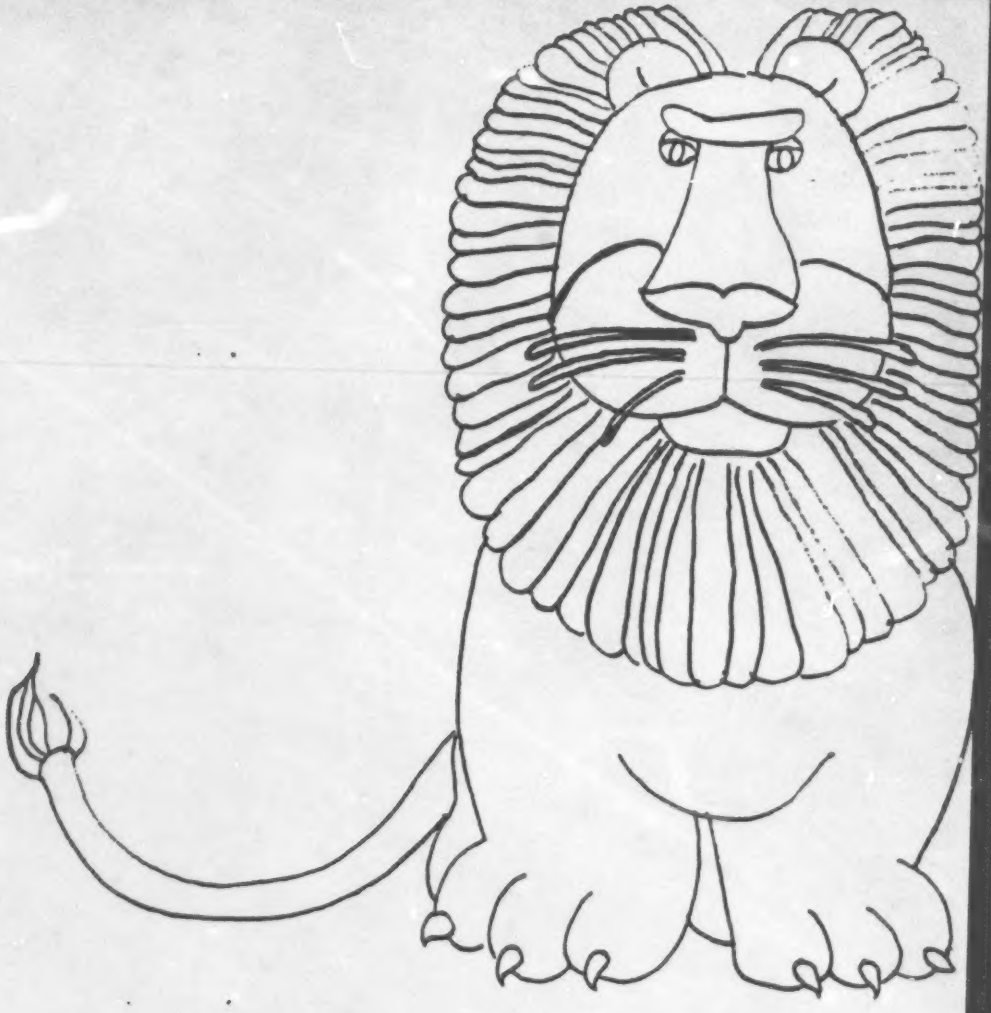

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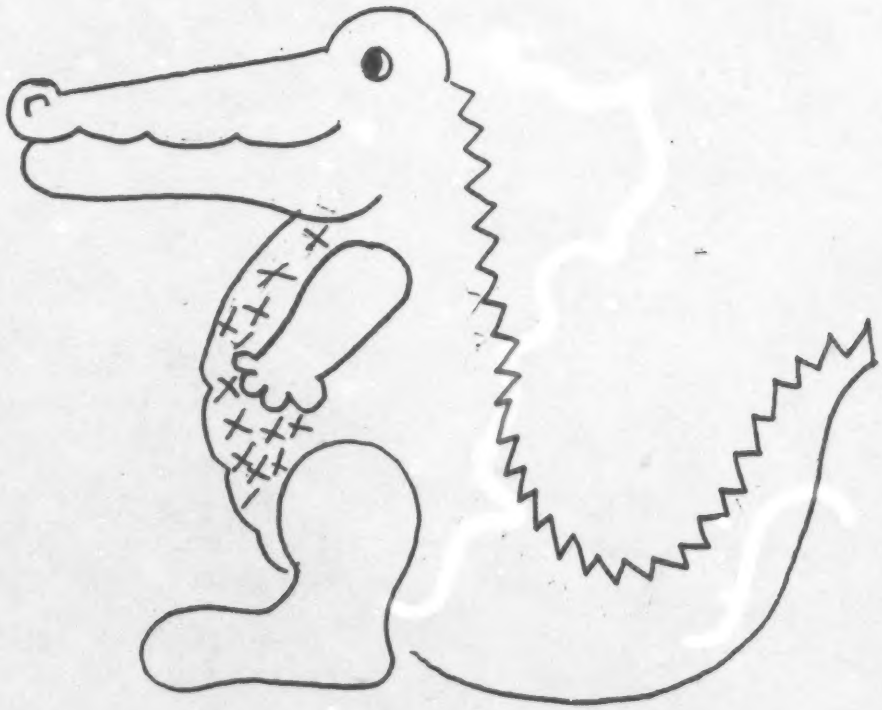

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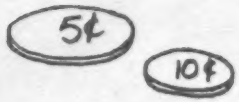

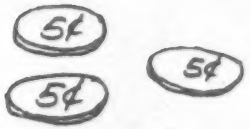

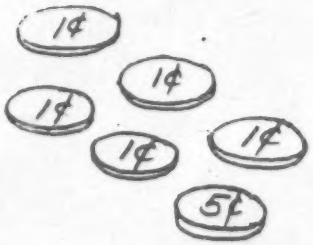

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